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ABSTRACT

This guide was developed to help teachers instruct children in the language arts and develop children's language skills. Section 1 presents such topics as motor skills, listening skills, visual skills, vocabulary development, comprehension, oral expression, and written expression. Each topic is divided into three parts: skill sequence, teaching techniques, and suggested materials. Section 2 discusses such topics as hearing sounds, phonetics, word lists, vocabulary, improving penmanship, reading books, library procedures, television, and filmstrips. Section 3 discusses using tests, approaches to nongraded elementary school, reading expectancy levels, using a progress profile, motor skills profiles, and vocabulary development profiles. Section 4 contains lists of local resources, professional materials, publishing companies, and a bibliography. (TS)

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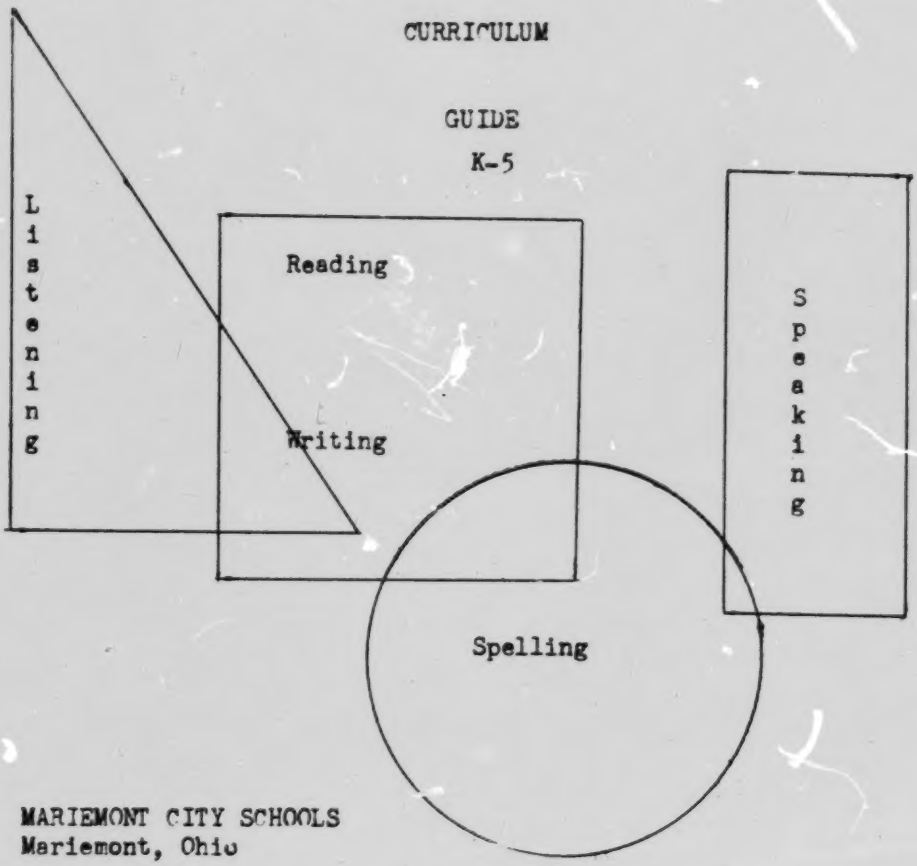
THE LANGUAGE ARTS CURRICULUM GUIDE K-5



MARIEMONT CITY SCHOOLS
Mariemont, Ohio

1971

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FOREWORD

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The Language Arts Committee has attempted to put down on paper varied materials which will enable teachers to insure the successful growth of children in that most important task of learning to read, write, spell and speak in the elementary years. The Committee believes that this will not be accomplished unless the mastery of these skills is integrated throughout the total school curriculum and continued beyond the elementary years.

The Committee believes that this guide is but a beginning. The skill sequence will surely be revised and become more specific as it is used. Many more teaching-learning techniques and suggested materials will be added as new materials are used and more purchased. Better methods of diagnosing, grouping, evaluating and recording progress may be devised.

A sincere effort was made to incorporate the ideas, suggestions and information submitted to the Committee by faculty and administrators during the writing of this guide. Teachers are requested to make notations as they use it during the school year of 1971-72 so that it can be revised and updated in the future.

The cooperation and assistance of all teachers and administrators and of Blanche Miller, Reading and Testing secretary are greatly appreciated.

The Committee

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1971

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LANGUAGE ARTS

TENTATIVE GUIDE FOR TEACHERS

1970 - 71

GOALS

Long Range Goal: To help every child in our school achieve success in the communication skills of reading-writing, listening-speaking, observing-visualizing.

Specific Goals for Levels One through Ten:-

To help every child grow in the Language Arts Skill Areas-

1. Auditory Skills
2. Visual Skills
3. Vocabulary
4. Comprehension
5. Word Attack Skills
6. Using Resource Materials
7. Oral Expression
8. Written Expression

S. .L SEQUENCE

Skill Sequence	Teaching Techniques	Suggested Materials
Levels 1-2-3		
I. Motor Skills		
A. Large muscle	Observation - Section III Observation - Physical Education playground, hall	Ball, ropes Body management card in Cum. Record
1. Walks with ease		
2. Balances body	Use record for rhythm	Record player - records
3. Runs		
4. Hops		
5. Skips		
6. Throws ball		
B. Small muscle	Observe in classroom and on steps	
1. Colors in space		
2. Cuts with scissors		
3. Catches a ball		
4. Follows target with eyes	Ocular check-if rated one or two do ocular practice	Body Management Record
5. Writes-using pencil	See Section II-Penmanship	
6. Ties shoelaces		
II. Listening Skills		
A. Hears differences in sounds about them	How to identify Modality Preference (page 55) Science Television Program - WCET	"Coordinating Reading Instruction" Scott Foresman, 1971 - Reading, Testing Office

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Sequence	Teaching Techniques	Suggested Materials
Levels 1-2-3 (Cont'd)		
B. Imitates sounds that they hear	Listen to records-T.E.S.T., School Library	
C. Hears difference in words	Teacher or child-made cards (child listens and speaks)	EFI Audio Flash Card
D. Hears rhyming words		
E. Becomes aware of unusual sounds	Section II - Tapes Field Trips	Tapes and tape recorder Nature Center - Zoo
F. Differentiates in words in a sentence (Teacher must speak clearly)	See Section II - "Hearing Sounds"	
G. Listens to stories, records, poems, etc.	"Sesame Street", Science Programs Records for listening Show filmstrips and films See Section II "Hearing Sounds"	W.C.E.T. Record Player-Records - T.E.S.T., Fairfax School Library
H. Hears		
1. Beginning sounds	Tapes for listening and worksheets-may be used with Listening Post in classroom	Landon Phonic tapes - Reading and Testing Office
2. Ending sounds		
3. Middle sounds	Sounds of letters-listen to records Sounds - use pictures cut from magazines	T.E.S.T. and Fairfax School Library Magazines
4. Consonant sounds and blends such as st-br	Use overhead projector to introduce sounds and blending - let children write, too Use Audio Flashcard to record and listen	Overhead Projector - Transparencies EFI - Teacher made cards
III. Visual Skills		
A. Observes picture clues	See Observation - Section III Magazines-pictures Newspaper-funnies	Magazines Newspaper
B. Recognizes colors, sizes and shapes		

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Skill Sequence	Teaching Techniques	Suggested Materials
Levels 1-2-3 (Cont'd)		
C. Observes likenesses and differences in shapes, words and letters	Project pictures on opaque projector (see Section II - Opaque Projector)	Opaque Projector
D. Uses the left-to-right and top-to-bottom movement	Project material on opaque projector Use blackboard exercises (see p. 18) - Left to right sequence Experience charts - guided reading	See Section II - Opaque Projector Teacher's Guide for Frostig Program See Section II
IV. Vocabulary Development		
A. Word Meaning	Teacher's Guide i.t.a. Workbook practice	Readers and Workbooks - i.t.a.
1. Uses vocabulary adequate to convey ideas	Use "show and tell" Use puppets Write experience chart stories, individual and group	Objects from home, pictures, books Peabody Kits from T.E.S.T. Chart paper or chalkboard or Overhead Projector
2. Is introduced to a. Inflections-example want-wants b. Contractions c. Possessives d. Compound words e. Punctuation marks f. Roots or base-such as miner-mined g. Word endings-such as ful in careful h. Dictionary usage i. Basic sight words	Listen to self on Audio Flashcard Write experience charts Practice on Audio Flashcard Arrange words in alphabetical order Use flashcards and word building kit Pre-test, study, post-test, See Section II	EFI Machine EFI I.T.A. Teacher's Guide Dolch Sight Words, Kucera Word List Dolch Vocabulary Cards and Group Word Games Landon Tapes-Reading and Testing Office
B. Word Attack	Phonic Tapes and work sheets	
1. Blends short vowels with consonants	Word Wheel (Teacher made) Word Tree (Teacher made)	See Section II See Section II

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Skill Sequence	Teaching Techniques	Suggested Materials
Levels 1-2-3 (Cont'd)		
2. Blends long vowels with consonants	Blending sounds records Word Attack - use i.t.a. Guide use i.t.a. Materials	T.E.S.T. - School Library
3. Applies these sounds and blends to a. Initial position b. Final position c. Medial position	Teacher planned and made i.t.a. materials to use with machines	Sound Symbol Cards, word building kit, flannel board (sound symbols, letters, words) Printing set, Overhead Projector, EFI Machine, tape recorder and records
4. Recognizes digraphs		
5. Recognizes word families-all-at		
6. Understands function of "y" as a consonant at beginning of word (yard) and as a vowel (bicycle)		
7. Recognizes soft and hard sound of c and g		
8. Blends three consonant sounds (str)		
9. Recognizes phonics patterns a. A single vowel in a word or syllable is usually short (hat) b. A silent e at the end of a word usually makes the preceding vowel long (hate) c. A single vowel at the end of a word usually has a long sound (she)		

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Skill Sequence	Teaching Techniques	Suggested Materials
Levels 1-2-3 (Cont'd)		
d. When there are two vowels together, the first is usually long and second has no sound (pail, train)		
V. Comprehension	See Section III - Check List of Selected Behaviors Use Teacher's Guide to i.t.a.	"Coordinating Reading Instruction" Scott Foresman i.t.a. Readers and Workbooks i.t.a. Library books
A. Associates ideas read		
1. Draws conclusions		
2. Predicts outcomes		
3. Finds proof		
4. Associates text with pictures	Show pictures from text or other materials Pictures cut and mounted	Opaque Projector Magazines
B. Organizes ideas		
1. Follows printed directions	i.t.a. workbook pages	i.t.a. workbooks
2. Finds main idea	i.t.a. Reader stories and work sheets	i.t.a. Readers and workbooks
3. Follows plot sequence		
C. Locates information		
1. Uses table of contents		
2. Finds page number	Use oral or written directions	Reader, workbooks, experience stories
3. Locates titles		
4. Locates authors		

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Skill Sequence	Teaching Techniques	Suggested Materials
Levels 1-2-3 (Cont'd)		
5. Uses picture dictionary		
6. Uses charts		
D. Participates creatively		
1. Dramatizes stories read	Tape and playback part to be memorized	Tape - tape recorder
2. Illustrates stories read	Regular trips to school library	Readers, school library books, room library-paperbacks, Scholastic Books
3. Tells stories read	Read from newspapers Tape stories	Tape Recorder
VI. Oral Expression		
A. Reads clearly and distinctly	See Section III - Check List of Selected Behaviors Tape stories and listen to replay	"Coordinating Reading Instruction" Tape Recorder
B. Reads with expression	Reread from Experience Charts Share stories	Chart paper - Chalkboard Readers and library books
C. Reads with understanding	Take children to library to encourage summer reading	Mariemont Branch Library
VII. Written Expression		
A. Forms letters and sounds, words and sentences	Show and practice on Overhead Projector or chalkboard. Colored pencil or chalk will give emphasis	Overhead Projector - Chalkboard
B. Uses correct writing procedures (posture, handling pencil and paper)	Observe child's writing Observe child's copying	Story paper Chart paper
C. Writes creatively	Use filmstrips to stimulate ideas Use experience charts for those children who need help writing	T.E.S.T. - School Chart paper or chalkboard
D. Is introduced to formal spelling patterns	Word families and words used most	Second Semester-Level 3

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Skill Sequence	Teaching Techniques	Suggested Materials
Levels 4-5-6		
I. Listening Skills	Use Listening Skills Teacher observes children	SRA Section II - Listen and do
A. Follows verbal instructions	Tapes "Uncle Funny Bunny" Gr. 3 Level Tape verbal instructions Play back-teacher observes	T.E.S.T. Tape - tape recorder
B. Understands oral stories		
C. Hears oral phonics	Games	Dolch Lotto, Group Sounding Games, SRA Word Game Lab
II. Visual Skills		
A. Interprets the meaning of pictures	Read weekly newspaper	Scholastic Magazine
B. Understands simple maps and graphs		
C. Uses adequate left to right eye movement	Level 5 practice left to right movement Experience Charts - move hand or pointer to guide reading	Controlled Reader and related materials Chart paper or chalkboard
III. Vocabulary Development		
A. Knows basic sight words	Games Vocabulary lists	Dolch Group Word Game See Section II - Sight Words
B. Uses large, varied vocabulary	Television viewing	WCET Science Program
C. Knows synonyms, antonyms and homonyms		
IV. Comprehension Skills		
A. Recognizes the main idea	Level 5 practice story recall Library books and reports	Controlled Reader Library books

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Skill Sequence	Teaching Techniques	Suggested Materials
Levels 4-5-6 (Cont'd)		
B. Reads critically, follows sequence, understands ideas and implications, identifies with characters and relates story to reader's own experience	Read from a variety of materials Individual and group work Answers questions about story (twenty words per minute-Fourth Grade speed)	Practice Reader C - Webster, Readers Digest, New Trails, Weekly Reader and tests, specific skill series, drawing conclusions Reading workbook Controlled Reader
C. Finds significant details		
D. Follows written instructions accurately		
E. Is able to alphabetize		
V. Word Attack Skills		
A. Knows all initial consonant sounds and blends up to first vowel in word	Tapes and work pages Phonic Records	Landon Phonics Lab Record Player - ear phone - records Listening post
B. Recognizes compound words	Individual and group work	Reading workbook
C. Identifies root words		
D. Uses contractions		
E. Knows long and short vowel sounds	Teach simplified phonics to children who have difficulty learning rules Practice using word parts	Section II-Dr. Edwards' Power Phonics SRA Word Game, Booklets and Check Tests
F. Knows vowel patterns 1. One vowel in a syllable followed by a consonant usually has the short sound 2. One vowel ending a syllable usually has the long sound		

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Skill Sequence	Teaching Techniques	Suggested Materials
Levels 4-5-6 (Cont'd)		
3. Two vowels in a syllable usually has the first vowel long, second silent (eat, ate)		
4. C followed by i, e, y usually has the soft (s) sound		
5. G followed by e, i, y usually has the soft (j) sound		
6. R-control vowels		
VI. Use of Resource Material		
A. Uses table of contents and index	Independent and group practice in Social Studies and Science	Reference and Library books
B. Finds information in a dictionary, encyclopedia and other reference books	Group and individual work in the Library Use magazines to develop reference skills	School Library - Room Library Ranger Rick, Science Magazine, National Geographic, School Bulletins
VII. Oral Expression		
A. Organizes thoughts for oral presentation	Use group and self criticism in giving oral reports and telling stories	Tape Recorder
B. Conveys meaning to listeners	Read from filmstrip story Tape reading then listen to it Use text or library books	Tape Recorder
VIII. Written Expression		
A. Knows spelling words necessary for this level	Start student at his level and record progress	1. Primary Multi-Level Speller and First Dictionary (Paperbound) 2. Multi-Level Speller for Grade 3-12 (Paperbound)

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Skill Sequence	Teaching Techniques	Suggested Materials
Levels 4-5-6 (Cont'd) B. Writes in cursive legibly and easily during Level 5 C. Expresses thoughts in good and varied sentences 1. Organizes thoughts 2. Punctuates and capitalizes as needed		

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Sk Sequence	Teach g Techniques	Suggested M rials
Levels 7-8-9		
I. Listening Skills		
A. Follows directions		
B. Finds main idea	Summarize stories listened to	SRA
	Use tape recorder for SRA listening skills	SRA - Tape Recorder
C. Finds details		
D. Listens for pleasure-enjoyment	Television Programs	WCET - Channel 48
	Use listening post with individual records and tapes	School library or workroom
E. Listens with awareness of sounds around them	Trip to Children's Theater	
	Close eyes - name sounds heard	
II. Visual Skills		
A. Increases perceptual skills (ability to see differences in words such as runway-runaway)	Study words	Flash cards, overhead projector
B. Increases skill in interpreting maps, graphs pictures, charts	Use weekly magazine	News Explorer
	Use social studies book	Social Studies book, Encyclopedia
	Make maps	Opaque Projector
	Teacher uses transportation	Opaque Projector and Overhead Projector
	Children use in giving reports	
III. Vocabulary Development		
A. Broadens vocabulary	Define words, use words in sentences and in summaries	Text, dictionary
		High Roads Workbook
B. Increases ability to recognizes words and use words in context-context clues	Filmstrip - "Meet Mr. Noun", etc.,	T.E.S.T.
	Filmstrip - Parts of Speech	School
C. Understands figurative and colorful expressions; colloquial speech	Television programs with directed listening	WCET Program and Guides

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Skill Sequence	Teaching Techniques	Suggested Materials
Levels 7-8-9 (Cont'd)		
IV. Comprehension		
A. Finds the main idea	Summarize stories read Answer questions on stories	High Road Workbook Junior Controlled Reader and film-TEST
B. Finds details	Individual and small group practice to improve rate and comprehension	Controlled Reader and films-School and TEST
C. Interprets creatively	Television Program History and Book Reports	WCET - Channel 48
D. Outlines		
E. Summarizes	Use SRA Lab for skills (Lab IIA-weaker readers; Lab IIB-stronger readers)	SRA Pilot Library, SRA Rate Builders, High Roads Workbook
F. Adjusts rate of reading to purpose	Self selection from samples of literature to enrich and encourage selection in reading	The Literature Sampler Lab Student Log
G. Uses punctuation as an aid to understanding	Old texts intack or cut up Write class paper	
V. Word Attack Skills		
A. Uses phonic analysis	Practice phonetic spelling	Spelling books
1. Understands vowel sounds a. Short and long b. R control c. Digraphs	Remedial Reading Television Program Phonics record - ear phone for individual study	WCET Program and Guide Book Record player
2. Understands vowel rules		
B. Analyzes word structure		
1. Uses syllabication	Section II-Dr. Edwards' Power Phonics	Chalkboard and overhead projector
2. Interprets accent marks	Find words in dictionary	Dictionary
3. Understands meanings of prefixes and suffixes		

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Skill Sequence	Teaching Techniques	Suggested Materials
Levels 7-8-9 (Cont'd)		
VI. Resources		
A. Uses dictionary	Filmstrip	
1. Alphabetizes		
2. Spells phonetically	Use flannel board and felt letters for individual help in spelling	Flannel board and felt letters
B. Uses index		
C. Uses table of contents		
D. Uses encyclopedias		
E. Uses atlas, maps, charts, graphs		
F. Uses newspapers and magazines	Use for independent study, individualized reading	Readers Digest
G. Uses glossary	Two week study unit, use clippings for current events. Use at home-report at school	Social Studies Book
H. Uses card catalog	Practice in Library	
I. Uses telephone books		
VII. Oral Expression		
A. Reads so can be understood by audience (speed, volume, pronunciation, expression)	Record and play-back	Tape Recorder
	Filmstrip story	
	Tape reading and play-back	Tape Recorder - Tape
B. Expresses himself fluently and succinctly	Use filmstrips, tapes, opaque projector for reports	
C. Gives directions accurately		

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Skill Sequence	Teaching Techniques	Suggested Materials
Levels 7-8-9 (Cont'd)		
D. Speaks from notes or outline	Communicates findings	Library, paperbacks, newspapers, magazines
VIII. Written Expression		
A. Writes good sentences		
B. Writes friendly letters		
C. Constructs outlines		
D. Writes reports - not to be copied verbatim	To discuss report forms	Opaque Projector
E. Writes creatively		
F. Summarizes		
G. Gives directions		
H. Punctuates accurately		
I. Employs good word usage	Start student at own level, keep record of progress	Multi-Level Speller for Grades 3-12 (Paperbound)
J. Spells correctly	Tapes made by teacher	Tape Recorder
K. Writes legibly	See Section II	Improving penmanship

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Skill Sequence	Teaching Techniques	Suggested Materials
Level 10		
I. Listening Skills	SRA Listening Skill Builder Oral directions, teacher	SRA
A. Follows directions	SRA Listening Skill Builder	SRA Social Studies
B. Recognizes main idea	Listen to recorded stories, tapes, class reports, records, teacher-made tapes, teacher-read stories	Scholastic Magazine
C. Finds details		
D. Listens for pleasure		
II. Vocabulary Development		
A. Increases knowledge of multiple meanings of words		
B. Interprets colloquial and figurative expressions		
C. Expands knowledge and use of synonyms, antonyms, homonyms, homographs and heteronyms (wind - wind)		
D. Increases use of context clues to determine word meaning		
III. Comprehension		
A. Finds main idea	Construct time line	
B. Finds details	Dramatize	
C. Interprets literature creatively and in wider range of activities	Write different story ending Design poster or book jackets	

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Skill Sequence	Teaching Techniques	Suggested Materials
Level 10 (Cont'd)		
D. Outlining		
1. Takes notes accurately and succinctly		
2. Arranges ideas and events in sequence	Construct a chart on the plot of a story - student visualizes main and sub-plots - and shows how important events are produced from these	
3. Gives main ideas of paragraphs		
4. Writes topic sentences		
5. Summarizes		
E. Draws conclusions		
F. Reads critically		
IV. Word Attack Skills		
A. Uses syllabication, prefixes and suffixes in attacking new words		
B. Recognizes meaning variations due to change in accented syllable (object, object)		
V. Resources		
A. Uses dictionary for definition and phonetic spelling		

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Skill Sequence	Teaching Techniques	Suggested Materials
Level 10 (Cont'd)		
B. Uses index and table of contents		
C. Increases skill in using encyclopedias, newspapers and periodicals as sources of information		
D. Uses card catalog to find materials		
E. Increases skill in interpreting maps, charts, graphs		
VI. Oral Expression		
A. Reads with proper expression, speed, pronunciation	Make tape recording of child's reading	Books, recorder and tapes
B. Expresses himself fluently	Record oral reports given in class	Books, recorder and tapes
C. Gives directions accurately		
D. Speaks from notes or outline		
VII. Written Expression		
A. Writes a short, simple coherent paragraph		
B. Uses correct form in writing friendly and business letters		

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Skill Sequence	Teaching Techniques	Suggested Materials
Level 10 (Cont'd) C. Outlines, using correct form for main topics and sub-topics D. Prepares reports, using information from resource material written in own words E. Writes summaries accurately and succinctly F. Writes directions accurately G. Punctuates properly H. Employs good usage I. Spells correctly J. Writes legibly	Use a variety of reading material reports Record chapter in Social Studies and Science to be used by children who need help in reading	Library, Sixth Grade Level Texts, Newspapers, Magazines Recorder and tapes

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TRAINING LEFT TO RIGHT SEQUENCE

Readiness period - Levels 1-2

1. Readiness workbook exercises.
2. Experience charts - teacher demonstrates left to right.
3. Draw a large square on the blackboard or chart paper. Draw short horizontal lines representing words. Ask children where to start reading, then have them draw a line through the "words" from left to right.
4. Children arrange picture cards in sequence, then tell the story.
5. Cut ditto pictures and arrange in sequence.
6. Use the Frostig Exercises in Spatial Relations. Have children number the story sequence.
7. Play "Simon Says" giving left right directions.

Levels 3-4

1. Use ditto papers of letters, words, shapes or numbers cut apart and arrange in left to right sequence, then read. Example:- The tree is growing every year. Arrange the pictures to show this.
2. Some teachers have found that teaching b and p with the letters which circle to the right (B, P, p, b, h, m, n, r) and d and q with the letters which circle to the left (c, a, d, q, e, f) has reduced the problems of reversals.
3. Have children trace left to right exercises. Use finger tracing first, then use crayon and pencils. They may trace a line, geometric figures, strokes, numbers or words. These exercises also develop skill in staying on a line and making an accurate return sweep.
4. After children have learned the alphabet, check them on a list of words for left to right sequence. Use some of the words in sentences so that they can see the result of reversals. Example:

pan	tap	den	bus
net	pit	tug	pal
on	bad	won	saw

Mother cooked the meat in a pan-nap.

You are a bad-dab dog.

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DEVELOPING AUDITORY DISCRIMINATION AND LISTENING SKILLS

1. Use children's names or pictures to practice beginning consonant sounds. Have children match the ones that begin alike, the one that does not begin like the others, name the beginning sound or find the child or the picture when the teacher gives the beginning sound.

2. Use rhyming words or words that sound alike except for the final sound, such as stair-stars, lamp-lamb, sleep-sleet, to practice final sounds. Pictures may be used in Level 1-2.

3. The teacher may read short descriptive passages then ask children to draw a picture or identify what was described.

4. The teacher reads a poem. Children listen for specific sound such as long $\bar{a}$. Children as a group or as individuals raise their hand or a card with "a" written upon it.

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HEARING SOUNDS

Here is a list of words with similar sounds which children often confuse. To find out whether children can discriminate between similar beginning, middle, or ending sounds, select five to ten words from the list then pronounce them distinctly to the children. The list may contain only words from each of the categories or some from all of them.

Children may be asked to write or tell the beginning, middle or ending sounds they hear. They may be asked to check the part that is different:

	beginning	middle	end
1. soup-soap		v	
2. grass-glass	v		

Pairs of words may be pronounced and children asked to mark them same or different:

	same	different
1. skirt-skirt	v	
2. then-than		v

Words can be selected to check on consonant, blend or vowel sounds. The list can be used to select words for practice in hearing similar sounds as well as for testing.

Beginning	Beginning	Middle	Ending
rake-cake	queen-cream	picture-pitcher	gum-gun
say-way	shed-sled	widow-window	dime-dine
moon-noon	eraser-racer	metal-medal	seen-seem
run-one	chin-skin	except-expect	mouth-mouse
she-see	sheet-cheat	letter-ladder	oat-oath
that-sat	shows-chose	horse-house	tease-teeth
shoe-chew	share-chair	cap-cup	street-stream
peach-beach		tell-till	bat-bath
sore-fore		than-then	path-pass
lake-rake		shall-shell	mash-match
told-fold		sat-set	heart-hearth
verse-worse		went-want	lets-less
tack-track		will-well	next-nest
back-black		farm-form	owed-old
plain-pain		roof-rough	strike-stripe
some-thumb		root-rut	[illegible]cts-asks
six-sticks		pen-pin	price-prize
flower-sour		wonder-wander	live-lied
stop-shop		lettuce-lattice	life-light
block-clock		called-cawed	death-debt
grass-glass		farther-further	cap-cab
skirt-shirt		share-sure	goal-gold
thread-sled		father-farther	told-toad
chip-slip		musician-magician	

This list is from: Improving Articulation, Scott Foresman Co.: 1962.

I	Consonants	b c d f g h j k l m n p qu r s t v w y z s j k
	Tricks:	
	Soft "c" and "g"	s j, c g
	Consonant Digraphs	th sh wh ch ph
	Special Combinations	tion
II	Short Vowels	a e i o u
	Tricks:	
	Double Vowels	ee ea oa ai ou eo, etc.
	Silent "e"	e
	Open Syllable	a / corn
	Special Combinations	ar or ir er ur oo oi oy
III	Word Division	V C | C V V | C V C | e
	Underline vowels Check tricks	t ĕ p | p ĕ k | l ĭ
	Divide into parts	k ŏ t l | m ĭ g | l ā | f ō
	Mark vowels	l ĭ t | m ĕ n | n ō | p ŏ
	Pronounce parts	

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General Suggestions

1. No blends are taught; instead, children are taught to blend consonants with consonants and consonants with vowels.
2. Time ordinarily used for teaching blends is used for early introduction of vowels.
3. Consonant digraphs (sh wh ch th ph) are presented and learned as a group.
4. Vowel combinations (ee ea oa ai ay-----ar or ir er ur-----oo oi oy) are presented and learned as groups.
5. Do not teach "little words in big words" as a word solving procedure.
6. Children should not be encouraged to guess at words from:
   a. Size and shape of the word
   b. First clue
   c. Picture clues
   d. Making up own story

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THE BASIC SIGHT WORD TEST (DOLCH)

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Part 1

1. by at a it
2. in I be big
3. did good do go
4. all are any an
5. had have him drink
6. its is into if
7. ask may as am
8. many cut keep know
9. does goes going and
10. has he his far
11. but jump just buy
12. black kind blue find
13. fast first ate eat
14. help hot both hold
15. brown grow bring green
16. four every found eight
17. from make for made
18. around funny always because
19. long let little look
20. away again after about
21. cold can could clean
22. full fall five fly
23. before best better been
24. live like laugh light
25. her here how hurt
26. down done draw don't
27. give get gave got
28. came carry call come

Part 2

1. sit me to the
2. not of we so
3. red too seven walk
4. six start show stop
5. put round right pull
6. no on or old
7. yellow you your yes
8. please pick play pretty
9. take ten they today
10. my much must together
11. own under off over
12. out new now our
13. open one only once
14. try myself never two
15. us up upon use
16. with white was wash
17. shall she sleep small
18. who write would why
19. some very sing soon
20. wish well work will
21. ran read run ride
22. then tell their them
23. see saw say said
24. that there these three
25. when which where what
26. thank those this think
27. want went were warm

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The 220 most frequent words in the Kucera-Francis corpus.

the	when	many	while	does
of	who	before	last	got
and	will	must	might	united
to	more	through	us	left
a	no	back	great	number
in	if	years	old	course
that	out	much	year	war
is	so	your	off	until
was	said	may	come	always
he	what	well	since	away
for	up	down	against	something
it	its	should	go	fact
with	about	because	came	though
as	into	each	right	water
his	than	just	used	less
on	them	those	take	public
be	can	people	three	put
at	only	Mr.	states	thing
by	other	how	himself	almost
I	new	too	few	hand
this	some	little	house	enough
had	could	state	use	far
not	time	good	during	took
are	these	very	without	head
but	two	make	again	yet
from	may	would	place	government
or	then	still	American	system
have	do	own	around	better
an	first	see	however	set
they	any	men	home	told
which	my	work	small	nothing
one	now	long	found	night
you	such	get	Mrs.	end
were	like	here	thought	why
her	our	between	went	called
all	over	both	say	didn't
she	man	life	part	eyes
there	me	being	once	find
would	even	under	general	going
their	most	never	high	look
we	made	day	upon	asked
him	after	same	school	later
been	also	another	every	knew
has	did	know	don't	where

Kucera, H., and Francis, W.N. Computational Analysis of Present-Day American English, Providence, Brown University Press: 1967.

Taken from: The Reading Teacher - February 1971.
IRA

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TO and ita Alphabets

TO		ita		
b	-	b	-	bell
c	-	c	-	cat
d	-	d	-	dog
f	-	f	-	fish
g	-	g	-	goat
h	-	h	-	horse
j, ge, gi	-	j	-	jug
ge	-	ʒ	-	bridge
k	-	k	-	key
l	-	l	-	lion
m	-	m	-	monkey
n	-	n	-	nest
p	-	p	-	pencil
qu	-	kw	-	queen
r	-	r	-	rabbit

TO		ita		
s, ci, ce	-	s	-	spoon
s	-	z	-	daisy
t	-	t	-	table
v	-	v	-	voice
w	-	w	-	wagon
x	-	ks	-	box
y	-	y	-	yo-yo
z	-	z	-	zebra
ng, n	-	ŋ	-	ring
th	-	θ	-	feather
		ð	-	thumb
ch	-	č	-	chair
sh	-	š	-	shoe
wh	-	ʍ	-	whistle
ed	-	t	-	raced
	-	ed	-	batted
	-	d	-	played

a	-	ă	-	cap
a,a-e,ai,ay-	-	ăe	-	angel
a	-	ä	-	father
ee, e, ea	-	ĕĕ	-	eagle
e, ea	-	e	-	Eskimo
i	-	i	-	milk
ie, i-e, y	-	ie	-	ice
i, I, igh	-	ĭe	-	ice
o	-	ŏ	-	octopus
o,oa,o-e,ow-	-	oe	-	boat
u	-	u	-	sun
u, u-e, ew	-	ue	-	United States

aw	-	au	-	ball
er	-	ər	-	girl
ou, ow	-	ou	-	owl
oo, ou, ew	-	ü	-	spoon
oo, o, ou, o	-	ŭ	-	book
ur	-	ur	-	girl

The i.t.a. system of teaching reading may be different from other reading systems in that the system has characters to represent each of the forty-four sounds. The teaching process is still basically the same as any other reading such as; auditory, sensory, visual and combinations of the three. It is the teacher's responsibility to determine to the best of her ability the method or methods that will work the best with each individual child and employ these in her teaching.

It is best for the teacher who uses the i.t.a. system for the first time to follow very closely the manual provided to accompany the system. Correlate the methods that have been used in other reading systems when needed and all will proceed as expected. Each classroom has all the materials, such as; library books for all levels of reading, flannel-board letters, flash cards of words and phrases, master ditto sets for Phase I, sound cards, picture alphabet cards and such for the i.t.a. system.

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VOCABULARY

on in (Fill in)

I ride _____ a pony.
I ride _____ a car.
I sit _____ a chair.
I put my coat _____.
My dog will jump _____ you.

want went

I _____ to go home.
We _____ for a ride.
I _____ to eat now.
We _____ some candy.
My dog _____ away.

Come _____ my house. to-two
I have _____ kittens. to-two
The kittens play with _____. my-me
_____ kittens are little. my-me

this that there

_____ is my house.
Over _____ is your house.
What is _____ color?
Is _____ your book?
My book is over _____.

Write house or horse by each word

window _____ mane _____
tail _____ roof _____
door _____ head _____
feet _____ eyes _____

Fill blanks with was or saw

Jimmy _____ playing by the pond.
He _____ Mary coming to play too.
Mary _____ some ducks.
Jimmy _____ looking at the ducks too.
They _____ the ducks swimming.

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VOCABULARY (Cont'd)

Add a letter to ear and make it listen ___ear___
Add a letter to all and make a toy ___all___
Add a letter to Kate and make something to slide on ___kate___
Add a letter to at and make something to wear ___at___

Make a big wheel. Write a "wh" word on each spoke. How fast can you spin the wheel by saying all the "wh" words.

Which one? sh or ch

_____ air	wi_____
_____ oe	whi_____
_____ ip	cat_____
_____ e	mat_____
_____ op	fi_____
_____ in	wat_____
_____ ut	chur_____

Choose the right word

The (house-horse) lives in a barn.
We (was-saw) the pet show.
The dog can (big-dig) a hole.
We live in a white (house-horse).
We went for a (talk-walk).

(was-saw) your book?
We have a (big-dig) dog.
I like to (talk-walk) home from school.
(Who-How) was with you?
He (want-went) to the store.

Do you (want-went) to come with me?
What (do-to) you want?
Jack went (to-do) the show.
She (make-made) the cake.
Alice wanted to go (how-now).

Can you (make-made)a cake?
(How-Now) are you?
Please (sit-sat) down.
He took two (of-off) the apples.
He asked (of-if) he could play with me.

VOCABULARY (Cont'd)

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Jerry (sit-sat) near the window.
The boy took (of-off) his coat.
He read one (of-if) the books.
You may put it over (where-there).
We like (they-the) story.

Make a "phonics picture". Draw a picture and label each object with the beginning sound.

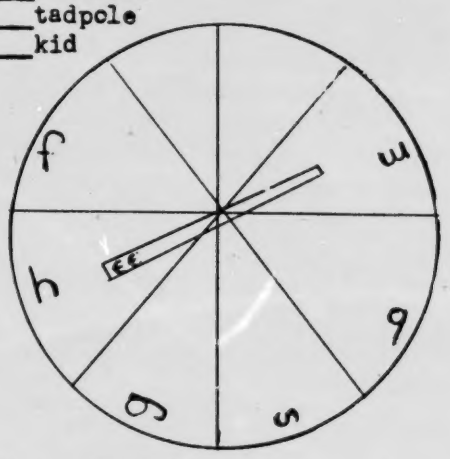
Draw a line from the name of the animal to the sound it makes. Then write one of the words in each blank.

hen	bow-wow	Ducks say _____.
dog	wee	Dogs say _____.
kitten	moo	Pigs say _____.
rooster	cluck	Hens say _____.
cow	quack	Roosters say _____.
pig	mew	Birds say _____.
duck	tweet	Cats say _____.

Fill in the right word.

A baby sheep is a _____lamb
A baby cat is a _____puppy
A baby cow is a _____kitten
A baby horse is a _____calf
A baby dog is a _____colt
A baby hen is a _____chicken
A baby frog is a _____tadpole
A baby goat is a _____kid

Make a word wheel
Write consonants around the wheel. Write ITA or T.O. vowels on a "hand"
Move the hand around the wheel and blend the sounds.



Make a word tree from felt. Children may place ITA felt letters on the tree to form words.

VOCABULARY (Cont'd)

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Opposites -
Fold 12" x 18" newsprint into eighths. Draw pictures side by side.

big	little

up	down

large - small
high - low
fat - thin
short - tall
funny - sad
over - under

go - stay
walk - run
to - from
ride - walk
yes - no
hot - cold
hard - soft
city - country
find - hide
long - short

started - stopped
top - bottom
early - late
before - after
now - then
good - bad
play - work
new - old
cry - laugh

wet - dry
Father - Mother
black - white
aunt - uncle
sister - brother
man - woman
day - night
summer - winter
spring - fall

left - right
my - your
hot - cold
his - hers
I - you
he - she
hen - rooster
Mr. - Mrs.
grandmother - grandfather

CLASSIFYING

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Fold a large piece of paper in half. One one side draw things you see in the city and on the other side things you see in the country.

Fold paper into fourths. At the top of each column write: To Ride, To Play, To Eat, To Wear. Draw three or more pictures under each heading.

Fold large paper to classify lists of words.

Things Alive	-	Things Not Alive
Toys	-	Food
To Carry	-	To Ride

Things you can hear.
Things you can see.
Things you can do.

Fold newsprint -

Draw 10 things you can see.
Draw 4 things you can smell.
Draw 8 things you cah hear.
Draw 6 things you can feel.
Draw 6 things you can taste.

Alike and Different -

Fold paper in blocks. Draw a picture in each of the top blocks or let children help decide what to draw. In the blocks under each picture, children then draw the same kind of object but make each one a different color, design, etc. Talk about how they are alike and how they are different.

Make and animal phonics wheel -

On cardboard (8" x 10") draw or paste a picture of a rabbit. Cut a $1\frac{1}{2}$" square window in top part of cardboard. From another piece of cardboard cut a circle 8" in diameter. Draw or paste small pictures all beginning with "r" around the edge of circle. Fasten circle to back of rectangle piece so that as the child turns the circle the various pictures appear in the window. He reads "pictures" hearing that all pictures start with the same sound as the word, rabbit. Make wheels using cat, bird, dog, fish, goat, horse, mouse, pony.

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Place end of thumb and pointing finger on pencil. Put marks on pencil if needed. Pencil rests on middle finger. Pencil rests on paper above the hand, not beside it, so that the hand does not cover the writing. Left-handed children hold the pencil higher and place the paper at a slant rather than turn the hand to see the work.

Show children the way when they are ready to use pencils in Level 1. Post a picture that shows this. It may be commercial or you may ask the Art teacher to sketch one. Let each child post his name, join a club, etc., when he can hold his pencil well. Check periodically through the Levels for maintainence. Be sure to check each September.

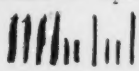
Let children "babble" in learning to write as they do in learning to talk. Provide prewriting exercises that build skills and eye hand coordination prior to teaching letter formation. Aim for easy flowing movements and using space well, as well as control.

Suggestions:-

Level 1-2-3 (use unlined or wide lined paper or blackboards)

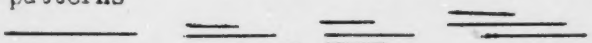
Scribbling

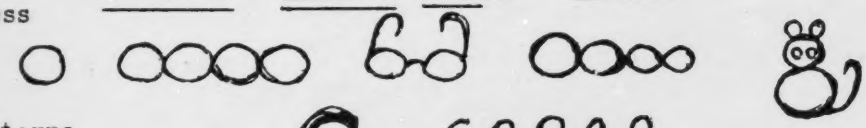
Scribbling to fill a space

Up-down lines 

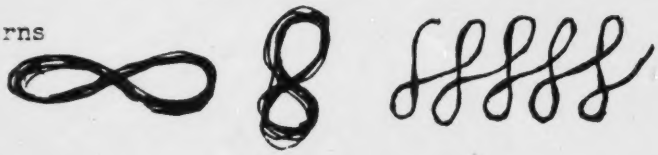
Up-down lines the same size

Up-down lines in patterns

Lines across 

Circles 

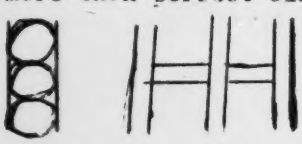
Circle patterns

Lazy eights 

Create

Levels 4-5-6

1. Ball and stick patterns prior to manuscript writing. Aim for movement more than perfect circles. (Art teacher)



Create

Check pencil-hand position

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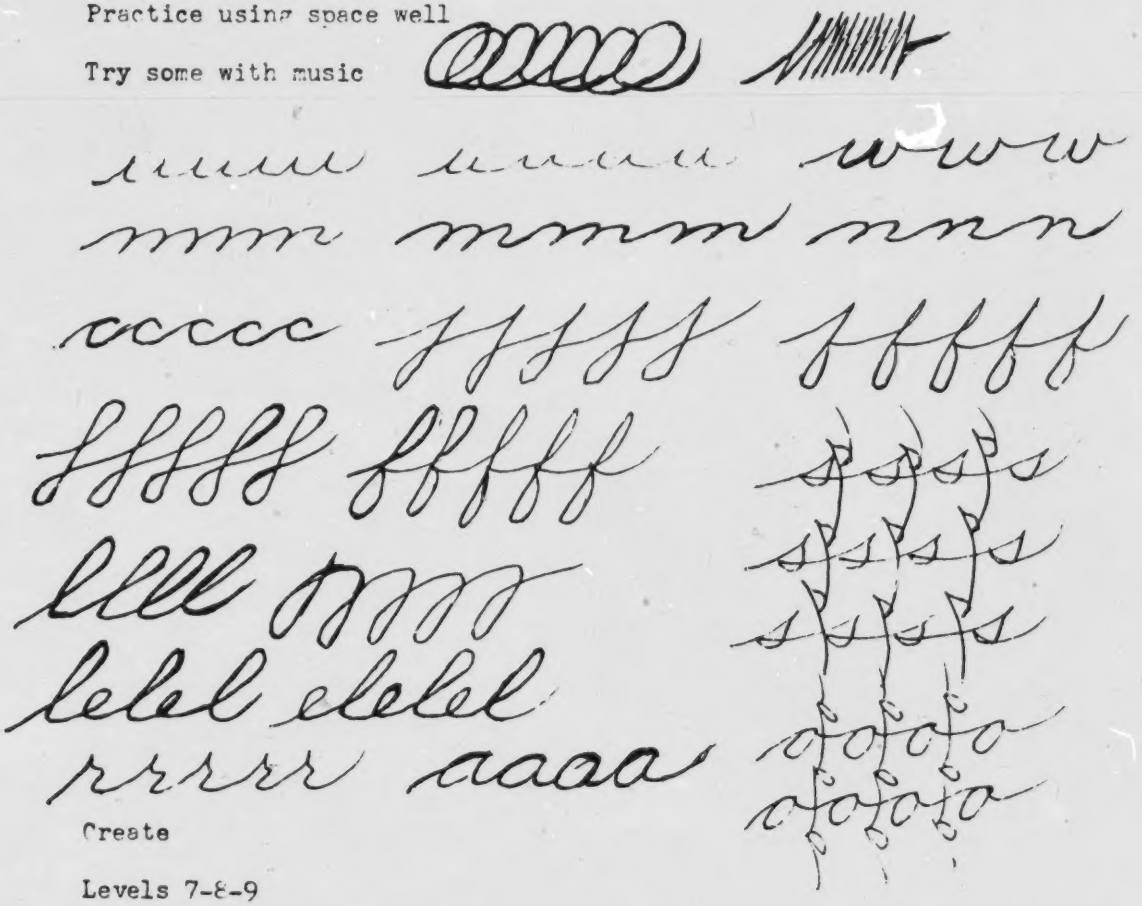
2. Curved lines prior to cursive writing. Check pencil-hand position

Ask the Art teacher to do some exercises with paint and crayon

Practice using space well

Try some with music



Create

Levels 7-8-9

Group - Do periodic practice to reinforce the skills learned previously.

Individual - Practice on letters that are not legible or on writing that is not readable because of space or size. Place emphasis on writing that is readable and "unrestrained".

Discuss the importance of writing easily and well. Set positive goals and give recognition for individuals and group improvement in daily work instead of for perfect papers.

HANDWRITING CHECK LIST

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Praise good posture and correctly formed letters.

Use paper ruled for half spaces and dotted top guide, and long No. 2 pencils.

Introduce lower case a, l, b, f, h, and k first.

Practice difficult letters like f with dot-to-dot puzzles.

Present m, n, v, x, y, and z together, as they begin in a similar way.

Review a when you reach d, g, and q.

Teach upper case capital letters next.

Work on easy joinings; then teach or, os, wr, on, om, and other difficult combinations.

Use the child's interest in his name to teach that as his first word. Name cards can be an effective reward for good performance.

Emphasize the positive by circling well-formed letters.

Encourage spare-time practicing using the overhead projector, as you watch.

Use wall charts and plastic alphabet guides for the overhead projector.

Individualize practice by keeping class lists of needed practice as you mark papers during the week.

Allow children to demonstrate letters during group lessons.

Keep at least four dated handwriting samples together during the school year, to share with pupils and parents.

Insist on supervised practice if a child is practicing incorrectly, or needs help.

Use sandpaper letters for finger tracing to teach letter form for pupils having difficulty.

Stimulate participation and excitement with Request Days when the class decides what letters they need to practice.

Be flexible and try to individualize as much as possible when introductory group lessons are completed.

Rosalind Minor Ashley, "Successful Techniques for Teaching Elementary Language Arts", Parker Publishing Company, Inc., West Nyack, New York: 1971

USE OF READING TEXT BOOKS

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Texts can be used effectively with large or small groups for a variety of purposes, such as:

1. To develop vocabulary: Giving meanings for words in stories; re-using words in sentences made by student; figurative or colloquial speech; context clues.

2. To increase comprehension: Summarizing; finding details (answering specific questions); story sequence (Main ideas).

3. To illustrate various purposes in reading: Reading for pleasure; to find information; to find details; to find main ideas; to express or interpret feeling of author or characters. Oral reading; skimming.

4. To introduce new children's authors such as Laura Ingals Wilder, Carolyn Haywood.

5. To aid in developing skills in Table of Contents; Index; dictionary (limited).

6. To develop good listening habits. Read story to children, then ask questions to check listening.

7. To place individual child in proper reading level. This can be done by having the child read sample from several levels to determine vocabulary and comprehension abilities. (One to one)

8. To promote exchange of ideas; critical thinking, reading; acceptance of various points of view, opinions by group discussion.

Workbooks: Develop skills therein - large group, small group, individual.

READING BOOKS FROM THE SCHOOL LIBRARY

With the approval of the principal and with the cooperation of the librarian a program of library-book reading can be used as part of the individualized reading program. Each child should keep one library book at school at all times so that he always has something to read whenever he has spare time. When he finishes his book, he signs his name in the library notebook which is kept in the classroom. The teacher then sends him to the library at the first suitable time.

The children need to realize that the continuance of such a library privilege depends upon good conduct in the library and in going and coming in the hall. The librarian is very helpful in advising the teacher about the child who is selecting books either too easy or too hard, who is merely carrying books back and forth, or whose behavior in the library needs improvement.

An occasional project or program will help to stimulate interest. Making character puppets or dioramas for a book display are activities most children enjoy. The teacher could sometimes direct the choice of books by assigning

specific subjects or categories. Reading clubs with awards and certificates could also be used.

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LIBRARY PROCEDURES

Library reading stems from a background of a love of books created by the story telling and story reading done by the home and teacher. With any system a number of books should be available to introduce reading very early after the reading process is started. Enthusiastic attention from teacher and parent with a personal record of each child creates lasting interest created in the first stage of reading.

Steps that have proven successful in getting the child ready for this all important library reading and keeping it going in the first level are:

1. Interest created by stories, tapes, etc. in the classroom.
2. A weekly story from the librarian in the library.
3. Check out first books to small groups of children so they get sufficient instructions as to how to find a book, check it out and to read a page or a little to show they have chosen a book that they can read.
4. A record should be kept of the books that they have read.
5. Make library reading a big accomplishment. Encourage reading and beware of statements or such that might burden the child and discourage his reading.
6. Give children a chance to talk of their books and perhaps read the book or portions to their friends.
7. After the reading habit has been initiated the child should be able to visit the library as often as he wishes (every day, if this is needed to satisfy his reading ego).
8. Visit a public library and get a personal check-out card. (See film _____ _____ from the Audio-Center before going.)
9. Plan a summer reading program with a teacher touch or encourage some other form of reading in summer.
10. Present a reading certificate or some sort of reward at the end of the season with the emphasis on the act of reading and not how many books has been read.

CONTROLLED READER

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The Controlled Reader is a machine which may be used to guide eye movement, develop reading fluency and increase vocabulary and comprehension. The district has one machine for the elementary buildings with another on order. T.E.S.T. has Controlled Reader and Controlled Reader Junior machines and the related materials on loan.

Three or more machines may be set up in one room in a building so that individuals, several groups in a class and several classes can use them on a planned schedule.

The Committee recommends that at least two ten-week periods of training be given all or almost all children during their elementary years. Levels suggested are Level 5 and Level 8 in the Curriculum Sequence.

SCIENCE RESEARCH ASSOCIATION READING LABORATORY (SRA)

The SRA Reading Lab is a valuable aid in carrying out an individualized reading program. The instruction manual accompanying the Lab gives the directions for conducting the program. Twice a week is probably often enough to use the Lab if it is used for the entire reading period. However, it might be used more frequently if the time allotted is fairly brief. Even so, some children may tire of the Lab and may benefit more from the use of other reading material.

Sometimes children work too fast in an effort to be ahead of the other children. Limiting the number of stories to be read in a given period will prevent this.

Careful supervision is necessary or some children will copy the answers from the answer card or they will not check their answers at all. The children should be encouraged to ask for teacher help as needed.

This program develops responsibility. Children must organize their time and materials and keep a record of their own progress. The IA Lab is recommended for grade one; IB for grade two; IC for grade three; IIA for grade four, IIB for grade five; IIC for grade six.

TAPE RECORDER

READING READINESS

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1. To help children in Level 1-2 associate sounds with printed symbols, tape sounds they hear such as dishes rattling, doorbell, car starting, dog barking, airplane flying, paper rattling, or other school sounds. Let them listen to the sounds as they look at related words, sentences, pictures.

2. Tape a story from a book or dictation.
   List descriptive words or phrases.
   Retell parts with expression and inflection.
   Stop before the story ends and make up different endings.
   Make a list of sounds in the story.
   Make sketches to go with the story.

EFI AUDIO FLASHCARD READER

Each elementary building has two of these machines. They operate by an internal rechargeable battery. When the machine is operating for more than four hours each class day, recharge the unit overnight and disconnect the next morning. Do not exceed sixty hours of recharging at any one time because it can result in reduced battery life. Operating instructions should be read.

Card (blue), talk (red), hear (black), and volume buttons are on the machine. Card is for the teacher track on prepared cards and cannot be erased. "Talk is to record a voice and "hear" to hear the response. A green light on the left signals beginning recording and red light on the right indicates end of recording. Depressing the buttons turns the machine on.

A teacher handbook and blank cards are in each building. Many ideas for using the Audio Flashcard are in the handbook.

TELEVISION

Televisions are located in the classrooms, usually one for each level. They can be moved or classes combined to view programs of interest.

A schedule of programs is given to each teacher in the fall. A resource guide describing each program is also available by calling W.C.E.T. This guide helps the teacher to know what material the program will cover so that materials needed can be ready and follow-up be carried out.

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OVERHEAD PROJECTOR

Place cutout letters, numbers, shapes, words on the Overhead Projector. Let class look at them. Shut off the projector, rearrange them and remove one. Turn it on and see if pupils can identify the missing one.

The following excerpts from:

Morton J. Schultz, "The Teacher and Overhead Projection, A Treasure of Ideas, Uses, and Techniques", Prentice Hall, Inc., Englewood Cliffs, New Jersey: 1965.

Page 80:

Another excellent device which uses overhead projection has the objective of offering for the teacher a quick way to use a basal reader in order to locate poor readers and to test students for placement into reading groups at the beginning of a term.

The teacher tells the class at the first or second session that she has something special for them to read. She projects the "story" on the screen and each student reads two to five sentences. The teacher watches for refusal, hesitation, and difficulty. The teacher can at any time switch to another transparency.

Page 87:

One specific example offered by St. Aloysius reading teachers to check speed-reading and comprehension is most interesting. It involves employment of the so-called revelation technique.

An original, listing several different directional sentences, is prepared on white paper and reproduced onto a sheet of transparency film. The teacher cuts strips of opaque white paper and tapes each strip in place across each of the sentences on the transparency. She hinges each strip to the side of the transparent material, so any one of the sentences can be revealed without revealing the others.

In the class, the teacher exposes only one sentence for a limited time by flipping back its opaque cover. Since the strips are opaque, they hide the projected image until they are removed from the transparency. The desired sentence is projected for a limited time and then covered again. The teacher calls upon a pupil to fulfill the command.

OPAQUE PROJECTOR

Project reading material in large print using the Opaque Projector. Use the pointer to practice left to right eye movement.

Project pictures or a series of pictures on the Opaque Projector. Study them for likenesses and differences to practice visual perception. Pictures of words that begin alike could be projected such as dog, doll, desk, duck.

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FILMSTRIPS AT TERRACE PARK SCHOOL

Teach-O-Filmstrips
- Linking Verbs and Predicate Nominatives
- Verbs and Their Subjects
- More About Verbs
- Verbs, the Motors of Sentences
- Transitive Verbs and Direct Objects
- Learning about Simple Sentences
- Using Perfect Tenses: Building Sentences
- Adjective Clauses and Relative Pronouns
- Adverb Clauses and Complex Sentences
- How Pronouns Help
- Other Words that Help Build Sentences
- Compound Sentences, General Review
- Studying Long Words
- The Comma I, II, III
- Presenting Colon, Semi-colon, Dash
- Quotation Marks
- Apostrophe

- Mr. Pronoun - Substitute for Mr. Noun
- The Possessive Mr. Noun
- Name Calling Mr. Noun

Composition - Filmstrip House
- I. Organizing an Outline
- II. Writing an Opening Paragraph
- III. Writing Paragraphs
- IV. Editing and Rewriting

Beginning Dictionary Skills
- Understanding Entries
- Finding Entry Words
- Pronouncing Words Correctly
- Using What You Know

How to Use the Encyclopedia

Scott-Foresman - The New Basic Reading Program
- Beginning Sounds II
- Fun With Words Iv

Learning Letter Sounds
Consonant Sounds
Beginning Consonant Sounds A,B
Tricky Consonant Sounds
Hearing Vowel Sounds
Long Vowel Sounds
Hearing Sounds in Words
Hearing Rhymes

American Folk Tales
- (2) The Wild White Horse
- (2) Br'er Rabbit and the Tar Baby

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FILMSTRIPS AT TERRACE PARK SCHOOL

Teach-O-Filmstrips
- Linking Verbs and Predicate Nominatives
- Verbs and Their Subjects
- More About Verbs
- Verbs, the Motors of Sentences
- Transitive Verbs and Direct Objects
- Learning about Simple Sentences
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Hearing Sounds in Words
Hearing Rhymes

American Folk Tales
- (2) The Wild White Horse
- (2) Br'er Rabbit and the Tar Baby

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American Folk Tales (Cont'd)
(2) Shingebiss (a little duck)
The Knee High Man
The Rabbit Who Wanted Red Wings
Pecos Bill Becomes a Cowboy

Story Time Tales
Fisherman's Wife
Thumbelina
Puss in Boots
Change About
Animal Musicians

The Silly Rabbit
The Gift of St. Nicholas
Mule Humans
The Theft of Fire
Stormalong
Mr. Vinegar

RECORDS AT TERRACE PARK SCHOOL

Language For Daily Use (to be used with Harcourt, Brace Co. text). Many well known poems.

Grade 1	red cover	L600
2	green	L601
3	yellow	L602
4	yellow	L603
5	blue	L604
6	orange	L605

Our Language Today (to be used with American Book Company text of same name). L606

Literature

Poetry

Many Voices	800

Stories Primary

Peter Rabbit	P 801
The Lion and the Donkey	P 802
Sleeping Beauty	P 803
Jack and the Beanstalk and three others	P 805
Jack and the Beanstalk	P 806
The Little Red Hen	P 807
Little Black Sambo	P 808
Rootin' Tootin' Cowboy	P 809
Come to the Zoo	P 810
The Fog Boat Story	P 811
The Birthday Record	P 812
Trick or Treat	P 813
More Mother Goose	P 814
Best Loved Fairy Tales	P 815
Winnie the Pooh and Christopher Robin	P 816
Three Billy Goats Gruff	P 817-818
The Gingerbread Boy and Chicken Licken	P 819
The Shoemaker and the Elves	P 820

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Literature (Cont'd)

Stories

The Ugly Duckling	P 821
Jack and the Beanstalk	P 822
Raggletown Singers	P 823
Sleepy Sandman	P 824

Intermediate

Stories of Aesop	I 800
Animal Stories of Aesop	I 801
Just So Stories (Kipling)	I 802
Hans Christian Anderson	
Ugly Duckling	I 803
Tin Soldier	I 804
Great Claus and Little Claus	I 805
Snow Queen	I 806
Little Match Girl	I 807
The Nightingale	I 808
Little Mermaid	I 809
Ballad of Davy Crockett	I 810
Paul Bunyan	I 811
Treasure Island	I 812

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FILMSTRIPS AT FAIRFAX SCHOOL

Digging for Facts	460
Phrases and Clauses	855 F
Nouns	856 F
Pronouns	857 F
Why Study Grammer?	858 F
Prepositions, Conjunctions and Interjections	860 F
Adverbs	861 F
Adjectives	862 F
Hawthorne's - The Great Stone Face	863 F
Harte's - The Luck of Roaring Camp	864 F
Longfellow's Evangeline	865 F
Hale's - Man Without a Country	866 F
Poe's - The Gold Bug	867 F
Mark Twain's - Tom Sawyer Whitewashes the Fence	868 F
Recognizing Phrases	869 F
Recognizing Clauses	871 F
Making Words Agree	872 F
Kinds of Sentences	873 F
Using Personal Pronouns	874 F
Parts of the Sentence or Clause	875 F
Reflexive, Relative and Interrogative Pronouns	876 F
James Russell Lowell	843 F
Edgar Allan Poe	844
Sydney Lanier	845
Walt Whitman	846
William Cullen Bryant	847
Emily Dickinson	848

RECORDS AT FAIRFAX SCHOOL

February Days, The Best in Children's Literature Series I	Bowmar Records
Say-Along Stories Series 2	Bowmar Records
Seasons Series 2	Bowmar Records
Night Series 2	Bowmar Records
Science Concepts, First Steps Series 2	Bowmar Records
Thanksgiving and Easter	Bowmar Records
Christmas Stories	Bowmar Records
Halloween Tales	Bowmar Records
Sounds of Animals	Folkways Records
Poet's Gold	R.C.A. Victor
Winnie-the-Pooh	Golden Records
Man in Space	Folkways Records
Patriotic Songs	Bowmar Records
Mother West Wind's	Thornton W.
Burgess Reads to You	Pathways of Sound
American Game and Activity songs for Children sung by Pete Seeger	Folkways Records
Children's Riddles and Game Songs-Walt Disney	Disneyland Record
Dr. Seuss presents	
If I Ran the Zoo	
Dr. Seuss's Sleep Book	R.C.A. Camden

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FILM LOOPS AT FAIRFAX SCHOOL

The Ugly Duckling and the Real Princess
Rikki - Tikki - Tavi
Rumpelstiltskin and the Goose Girl
The Emperor's New Clothes and the Constant Tin Soldier
Nursery Rhymes (Vol. II)
Thumbelina
The Beginning of the Armadillos and How the Rhinoceros Got His Skin
Adventures of Tom Sawyer
Cinderella and the Little Glass Slipper and the Elves and the Cobbler

Film Loops (for creative writing)
Pilgrims at Plymouth
1. Family Life in Winter
2. Preparing Dinner
Flash Flood - W. Disney
Grand Canyon - W. Disney
Jaguar Fighting Boa Constrictor
Dinosaurs Meat Eaters
Dinosaurs Plant Eaters
Hawk Attacking Rattlesnake
Grand Canyon
Brown Bear Diet
Excape in Mammals
Mt. Storm
Antarctica
Scavengers of Africa
How Spiders Capture Prey
Common American Birds
How Animals Move Under Water
Beaver Dam and Lodge
Arctic Thaw - Parts 1 & 2
Mountains
A Volcano in Action
X-Ray Motion Pictures - Hand

T.E.S.T. PROJECT RESOURCE
CENTER CATALOGUE

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Green Book

Language Arts

Film Loops

Code Number	Title	Level	Company
3208.00	THE STORY OF MILK (4 8mm loops and 4 records)	P-1	SVE
3208.01	THE DAIRY COW Cows, grazing, being milked, driven to barn	P-1	SVE
3208.02	HOW A COW IS MILKED Shows milking parlor, milking machine, cooler	P-1	SVE
3208.03	HOW MILK IS PROCESSED Pasteurization, and homogenization	P-1	SVE
3208.04	HOW MILK COMES TO US Delivery procedure to homes, stores, schools	P-1	SVE

T.E.S.T. SUPPLEMENT
July 31, 1969

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Green Book

Filmstrips

Code Number	Title		
	Basic Primary Phonics		
	Group I		
4006.00			
.01	Initial Consonant Sounds B,D,P		
.02	Initial Consonant Sounds L,H,F,K		
.03	Initial Consonant Sounds M,N,T,J		
.04	Initial Consonant Sounds R,S,V,W		
.05	Initial Consonant Sounds C,G,Y,Q		
.06	Practice and Review		
	Group II		
4007.00			
.01	L and W Blends		
.02	R Blends		
.03	S Blends		
.04	Two Letter Sounds		
.05	Two and Three Letter Combinations		
.06	Rhyming Words and Final Consonant Sounds		
	Group III		
4008.00			
.01	Short Vowel Sounds		
.02	Long Vowel Sounds		
.03	Y Vowel Sounds		
.04	Two Letter Vowels		
.05	Two Letter Combinations		
.06	Vowels Controlled by R		
	Basic Reading Series - Grade I		
4009.00	Lippincott Readers	10.05	Reader
		10.04	Teacher's Edition
4010.00	Basic Reading Series - Group II		
	Group 2-1 Lippincott Reader	10.06	Reader with Teacher's Edition
	Textfilm No. 9,10,11,12,13,14,15		
4011.00	Group 2-2 Lippincott Reader	10.07	Reader with Teacher's Edition
	Textfilm No. 16,17,18,19,20,21		
	Basic Reading Series - Group III		
4012.00	Group 3-1 Lippincott Reader	10.08	Reader with Teacher's Edition
	Textfilm No. 22,23,24,25,26,27		
4013.00	Group 3-2 Lippincott Reader	10.09	Reader with Teacher's Edition
	Textfilm No. 28,29,30,31,32,33		
4014.00	Beginning Grammer		
.01	Words That Name Things		
.02	Words That Show Action		
.03	What Is A Sentence		
.04	Words Used Instead of Names		
.05	Words That Describe Things		

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.06 Words Telling, How, When, and Where
.07 Using Punctuation Marks
.08 Writing Conversation

Consonant Sounds

4018.00
.01 Initial Consonants B,S,M,F,T
.02 Initial Consonants C,W,R,H,G
.03 Initial Consonants P,L,D,N,J
.04 Initial Consonants K,V,Y,Z,Q,X and Digraphs
.05 Final Consonants D,K,M,N,P,T
.06 Rhyming Endings
.07 Consonant Blends
.08 Plural, Possessive, and Compound Words

4040.00 Phonics - A Way To Better Reading
.01 Let's Start with Key Words
.02 Make Words Work For You
.03 Your Eyes and Ears Are Good Helpers
.04 Vowels Sounds Help You
.05 Test Yourself on Sounds
.06 Help Yourself Read

4050.00 Vowel Sounds
.01 Short Vowels
.02 Long Vowels
.03 Digraphs
.04 Vowel Diphthongs and Vowels Influenced by R

Filmstrips (Cont'd)

4019.30 Developing Cognitive Skills in Young Learners

4020.70 Early Reading Recognition Skills
.71 Beginning Blends
.72 Short Vowels

4041.70 Reading Readiness (Set of 9)

Green Catalogue

Concrete Aids

Code Number	Title	Company
6504.00	Basic Sight Cards	Dolch
6505.00	Basic Sight Word Test	Dolch
6506.00	Beginning Sounds Level I	Continental Press
6507.00	Duplicating Masters - Beginning Sounds	Continental Press
6524.00	Consonant Lotto	Dolch
6525.00	Consonants - Group Size	Dolch
6556.00	Final Consonant Blends	J.R.Green
6570.00	Go Fish (Phonetic game - Consonants blends, vowels 2½" x 4" cards, 6 players)	Remedial Ed.
6572.00	Group Sounding Game	Dolch
6573.00	Group Word Teaching	Dolch
6574.00	The Happy Bears (Game, Book, and Reading Pad)	Dolch
6579.00	Junior Phonics Rummy	J.R.Green
6584.00	Link Letters (Cardboard letters that interlock for spelling practice)	M. Bradley
6586.00	Long and Short Vowels	J.R.Green
6588.00	Magnetic Alphabet Letters	Creative Playthings
6596.00	Magnetic Letters	Creative Playthings
6604.00	Match - (a picture word matching game) (Set I)	Dolch
6605.00	Match - Set II	Dolch
6633.00	Phonetic Word Wheel #9538 (an 11 inch circle of cardboard; beginning consonants and consonant blends)	
6634.00	Phonic Rummy	Kenworthy
6636.00	Picture Readiness Game	Dolch
6637.00	Picture Word Cards	Dolch
6638.00	Picture Words - Group Size	Dolch
6648.00	Popper Words - Set II	Dolch
6677.00	Rolling Phonics - Consonants	Scott Foresman
6678.00	Rolling Phonics - Vowels	Scott Foresman
6679.00	Rolling Phonics - Duplicating Masters	Scott Foresman
6690.00	See and Say Puzzle Cards	Teaching Res.
6691.00	Seeing Likeness and Differences Level	Continental Press
6695.00	Show You Know-Then Go (Phonics Game)	Teaching Res.
6696.00	Sight Phrase Cards	Dolch
6701.00	TAKE (a sounding game)	Dolch
6715.00	What the Letters Say (Beginning Phonics Game)	Dolch
6716.00	Who Gets It - Reading Readiness Game	Dolch

Supplement
July 31, 1969

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Concrete Aids (Cont'd)

Code Number	Title	Company
6501.01	Alphabet Flash Cards #2211	J.R.Green
6501.02	Alphabet Puzzle Cards #7511	J.R.Green
6501.03	A B C Game #2162	J.R.Green
6543.01	Duplicating Workbooks - PrePrimer (Non-Reader)	J.R.Green
6563.01	Fun with Rhymes	J.R.Green
6568.50	Get Set Games for Beginning Readers (Set of Eight)	Houghton-Mifflin
6625.40	Pathway School Program #I - Eye Hand Coordination	Teaching Resource
6636.01	Picture Sequence Cards #7524	J.R.Green
6638.01	Pictures That Rhyme #7823	J.R.Green
6666.02	Primary Sentence Builder	J.R.Green
6715.05	What's Missing Story Cards	J.R.Green

Supplement
June 27, 1970

6557.82	Flannel Board (Story Kit)	Instructo
6703	Wood Capital Letters	Creative Playthings

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Green Catalogue

Labs and Kits

Code Number	Title	Grade Level	Company
7012.00	Initial Teaching Alpnabet - Set of Readers		
.01	and Teacher Introductory Unit	P	I.T.A.
	Copp-Clark Set A (5 books)		
.02	Rainbow Stories		
.03	The Country Mouse and Other Stories		
.04	The Pumpkin Moon		
.05	In and Out		
.06	Animals in the Barnyard		
.07	David and Joan on Holiday (5 books)		
.08	Helping at Home (Ladybird)		
.09	Magic Carpet Books (4 books)		
.10	Magic Carpet to Animal Rhymes Land		
.11	Magic Carpet to Nursery Rhyme Land		
.12	Magic Carpet to Story Rhyme Land		
.13	Magic Carpet to Pudding-Pie Land		
.14	Pitman Picture Books (11 books)		
.15	The Zoo (Ladybird)		
.16	We Play and Grow Rhymes: I am 5		
.17	We Play and Grow Jingles: I am 5		
.18	We Play and Grow Jingles: I am 6		
.19	Resource Kit		
	Contains a 20 min. Filmstrip and record-- introduces Pitman's I.T.A. Program		
7013.00	INVITATIONS TO PERSONAL READING - Grade 3	P	Scott Foresman
	Set includes:		
.01	25 Student Record Books		
.02	1 Teacher Resource		
.03	4 Book Posters		
.04	1 Set Storybook Cutouts		
.05	25 Books (Readers of different titles)		
7016.00	LANGUAGE EXPERIENCES IN READING	P	EBM
.01	Level I Pupil Books		
.02	Teacher Resource Book		
7017.00	LANGUAGE STIMULATION PROGRAM	P-I	
.01	Set 1 - Phrases Use with Language Master device. Cards have words and sound tapes for clothing, food, house outside, people and body structure.		
.02	Set 2 - Sentences Same as above		
.03	Set 3 - Language Reinforcement and auditory Retention Span Use with Language Master device Conversational speed		

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Code Number	Title	Grade Level	Company
7018.00	LITERATURE TESTING LABORATORY K-6	P-I	Per. Form Co.
7024.00	PROGRAM FOR ELEMENTARY GUIDANCE 35 High Interest Read-Aloud Stories. Discuss 15 desirable character traits	P-I	Random House
7025.00	PHONICS WE USE - Learning Games Kit	P-I	Lyons & Carnahan
7029.00	PROGRAMMED READING - SERIES I	P	McGraw
.01	The Bag in the Sand - book		
.02	Jars and Jars of Jam - book		
.03	Pick a Pet - book		
.04	The Red Mitten - book		
.05	Pins and Pans - book		
.06	The Witch and the Bat- book		
.07	1 Set of 8 filmstrips - filmstrips		
.08	New Webster Word Wheel - concrete aid		
.09	What the Cards Say - concrete aid		
.10	Tell Again Story Cards - Level 1 - concrete aid		
7030.00	PROGRAMMED READING - SERIES II	P	McGraw
.01	1 - Teacher's guide (corresponds with 2nd grade level and remedial)		
.02	10 - Test booklets		
.03	1 - Teacher guide for test booklets		
.04	1 - Webstermasters for Programmed Text 8-14		
.05	1 - Webstermasters for Storybooks Text 8-14		
.06	1 - Place Exams		
.07	8 - Copies of each book 8-14 (56 books)		
7031.00	PROGRAMMED READING - SERIES III (Corresponds to third grade remedial)	P	McGraw
.01	1.- Teacher's Guide		
.02	10 - Test Series III		
.03	8 - Copies book 15-21 (48 Books)		
7033.00	READING LABORATORY 1a Power builders and listening skill builders. Difficulty ranges from 1.2 to 3.0.	P	SRA
7034.00	READING LABORATORY 1b Skill building materials ranging from 1.4 to 4.0 reading ability	P	SRA
7035.00	READING LABORATORY 1c Skill building materials for 1.4 to 5.0 reading levels	P	SRA
[illegible]0.00	READING READINESS/COMMUNICATION SKILLS KIT Contains 8 filmstrips, 8 records and 7 books in one box	P	EBF

Labs and Kits (Cont'd)

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Code Number	Title	Grade Level	Company
7043.00	SIGHTS AND SOUNDS Unit A - two books, one tape for each title Unit B - three books each title, one tape	P	Random House
7044.00	SKILSTARTERS Games for individuals or small groups Includes picture sequence, alphabet cards, the question wheel, number and word cards, and word pads	P	Random House
7048.00	TASTE 45 books to introduce literary concepts	P	Random House
7049.00	TORCHLIGHTER LIBRARY SET I Library unit set of 44 books	P	Harper & Row
.01	Alexander Soames: His Poems		
.02	The Big Goose and the Little White Duck		
.03	The Case of the Hungry Stranger		
.04	Come and Have Fun		
.05	Danny and the Dinosaur		
.06	The Happy Birthday Present		
.07	Listen Listen!		
.08	Little Bear		
.09	Little Bear's Friend		
.10	Little Bear's Visit		
.11	The Little Giant Girl and the Elf Boy		
.12	The Mellops Go Spelunking		
.13	Nothing To Do		
.14	Prince Bertram the Bad		
.15	The Secret Three		
.16	Seven Tales		
.17	The Sky Was Blue		
.18	Thank You, Amelia Bedlia		
.19	This is the House Where Jack Lives		
.20	Who's a Pest?		
.21	The Winds That Come From Far Away		
.22	August Explains		
.23	A Baby Sister for Frances		
.24	Big Brother		
.25	Billy the Barber		
.26	Dr. Dick		
.27	The Fire Cat		
.28	Gas Station Gus		
.29	It's Mine		
.30	Let's Be Indians		
.31	The Quarreling Book		
.32	Soldiers and Sailors: What Do They Do?		
.33	What Do They Do? Policemen and Firemen		
.34	Who Will Be My Friends?		
.35	The Bear Who Saw the Spring		
.36	Greg's Microscope		
.37	The Growing Story		
.38	The Happy Day		
.39	Nobody Plays With a Cabbage		
.40	Plenty of Fish		

Labs and Kits (Cont'd)

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Code Number	Title	Grade Level	Company
7049.00	TORCHLIGHTER LIBRARY SET I, (Cont'd)		
.41	Prove It		
.42	Red Tag Comes Back		
.43	Seeds and More Seeds		
.44	Tony's Birds		
7053.00	WORD-PICTURE PROGRAM	P-I	Scott-Foresman
.01	Set I - Nouns and Everyday Things To be used with Language Master Device. Card shows the printed word and picture. Recording on card pronounces word, then in a phrase and sentence.		
.02	Set II - Verbs, Action Words To be used with Language Master device. Numerals, alphabet, clock faces, geometric patterns. Also 150 commonly used verbs in complete sentences.		
.03	Set 3 - Basic Concepts To be used with Language Master device. Vital everyday words - example - wet paint, stop, etc.		
	SUPPLEMENTS - July 31, 1969		
7012.30	INITIAL TEACHING ALPHABET (Beginning Reading-Hectograph Masters)	P	I.T.A.
7040.20	READING READINESS/VISUAL Linguistic Reading Series Alphy's Show and Tell	P	3M Co.
7040.21	Alphy's Cat 35 books - 1st Alphy's Word Kit - 2nd	P	
7040.22	Canny Cat - 35 programmed texts - 1 teacher's manual	P	3M Co.
7040.23	Babby Big Ear - 35 books 1 teacher's manual	P	3M Co.
7040.24	Bob's Wish Cap - 35 books 1 teacher's manual	P	3M Co.
7040.60	Nicky Gr. 2 #2220 Reading Skill Tape Course	P	Charles Merrill
7040.65	Reading Skill Tapes-Skilltext "Modern Reading Books"	I I	Charles Merrill
7043.03	10 Sets of Books and Tapes	P	Random House
7049.75	You and Your Family	P	Benefic Press
.76	You and Your Friends	P	Benefic Press
.77	You and Others	P	Benefic Press

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SUPPLEMENTS - June 27, 1970

Kits and Kits (Cont'd)

Code Number	Title	Grade Level	Company
7000.43	BASIC READING TITLES Satellites - Grades 1-2 (A library for beginning readers)	P	SRA
7040.15	READING READINESS PROGRAM (A,B,C - 1-2-3 The 1st Step) (With records - Teacher's Guide 25 A B C set of books 25 1-2-3- Set of books)	P-I	Richtext Press
7043.20	SIGHTS AND SOUNDS (Unit F - 1 Tape for each title) (1 Teacher's Guide) (10 sets - 8 books each)	P	Random House
7048.50	THINKING BOX	P-I	Benefic Press

T. E. S. T.

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Green Catalogue

Records

Code Number	Title	Grade Level	Company
8503.00	BERGEN EVANS SPEAKS	P	EBF
8504.00	BEST LOVED FAIRY TALES	P	EBF
.01	Little Red Riding Hood		
.02	Cinderella		
.03	The Fairies and Blue		
8505.00	CARL SANDBURG'S POEMS FOR CHILDREN	P-I	Mifflin
8506.00	A CHILD'S GARDEN OF VERSES Judith Anderson reads	P.	Ed. Rec.
8507.00	CHORAL SPEAKING FOR PRIMARY GRADES "Let's Say Poetry Together	P	Ed. Rec.
8516.00	FOLK TALES FROM WEST AFRICA "The Cow-Tail Switch"and other family oriented stories	P-I	Folkways
8517.00	FUN WITH SPEECH - SERIES # 1 Five stories; each illustrate one sound K, TH, L, G, & R	P	EBF
8518.00	FUN WITH SPEECH - SERIES # 2 S, Z, CH, SH, F, V	P-I	EBF
8521.00	GUIDE TO BETTER SPEECH Good speech patterns develop through large body movement, rhythmic activities and practice	P-I	Ed. Rec.
8523.00	THE HAPPY PRINCE Clare Luce reads story that tells of loyalty and friendship	P-I	Folkways
8526.00	INTRODUCTION TO SPELLING SENSE Spelling common core words; word drills and simply dictation	P	Ed. Rec.
8527.00	JUST SO STORIES Boris Karloff reads	P-I-J	EBE
8533.00	LISTENING TIME Stories emphasize auditory training for R, SH, S, CH, TH, W sounds	P	Bowmar Rec.
8534.00	LISTENING WITH MR. BUNNY BIG EARS Stories, poems, and games with emphasis on S, X, I, R, CH, TH sounds	P-I	EAl

Records (Cont'd)

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Code Number	Title	Grade Level	Company
8535.00	LITTLE TOOT & OTHER WALT DISNEY FAVORITES Don Wilson tells "Elmer the Elephant" "Bongo" and others	P	Ed. Rec.
8537.00	MADELINE AND OTHER BEMEMMENS Tale of a little girl in Paris Carol Channing reads	P-I	Ed. Rec.
8543.00	101 DALMATIONS Tale of lovable puppies	P-I	Ed. Rec.
8545.00	PETER RABBIT, GOLDILOCKS AND OTHER GREAT TALES Twelve other tales retold	P	Ed. Rec.
8953.00	PICOCOLI Siobhan McKenna reads fairy tales about a tiny girl	P	Spoken Arts
	PICTURE BOOK PARADE Professional readings of children's favorite library books	P	Weston
8546.00	(101) Millions of cats Mike Mulligan and His Steam Shovel Make Way for Ducklings		
8547.00	(102) Stone Soup Georgie The Story about Ping The Red Carpet		
8548.00	(103) The Little Red Lighthouse The Circus Baby Lentil The Camel Who Took a Walk		
8549.00	(104) Caps for Sale Little Toot The Biggest Bear Andy and the Lion		
8550.00	(105) In the Forest Curious George Rides a Bike The Five Chinese Brothers Jenny's Birthday Book		
8551.00	(106) Pancho Johnny Crow's Garden White Snow Magic Michael		
8552.00	(107) Time of Wonder A Tree Is Nice Chanticleer and the Fox Finders Keepers		

Records (Cont'd)

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Code Number	Title	Grade Level	Company
	PICTURE BOOK PARADE (Cont'd)		
8553.00	(108) Madeline's Rescue The Little Island Frog Went A-Courtin' The Big Snow		
8554.00	(109) The Tale of Peter Rabbit Angus and the Ducks The Miller, His Son & Their Donkey Sing A Song For Sixpence & Queen of Hearts Old Mother Hubbard and Her Dog The Old Woman and Her Pig The House That Jack Built Hey Diddle Diddle and Baby Bunting The Milkmaid		
8555.00	(111) Crow Boy Petunia Little Tim & The Brave Sea Captain The Three Billy Goats Gruff		
8556.00	(112) Blueberries for Sal Don't Count Your Chick Harold and the Purple Crayon Play With Me		
8557.00	(114) Over in the Meadow The Fox Went Out on a Chilly Night I Know an Old Lady Three Blind Mice		
8558.00	(115) The Snow Day The Cow Who Fell in the Canal The Happy Owls The Three Robbers Norman the Doorman		
8559.00	(116) Whistle for Willie The Tomten Christmas in the Stable Danny and the Dinosaur Wheel on the Chimney		
8560.00	PIED PIPER OF HAMLIN & THE HUNTING OF THE SHARK Boris Karloff reads two children's favorites	P-I	Ed. Rec.

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Code Number	Title	Grade Level	Company
8568.00	RIDE WITH THE SUN Five folk tales from China, Philippines, Egypt, Iceland and Brazil	P-I	Folkway
8569.00	RIP VAN WINKLE AND ICHABOD Bing Crosby tells and sings stories	P-I	Ed. Rec.
8570.00	THE RELUCTANT DRAGON Boris Karloff reads	P-I	Mifflin
8573.00	SINGING SOUNDS Songs and Jingles for CH, SH, TH, WH, C, G, long and short vowels	P	Bowmar
8574.00	SOUND WAY TO EASY READING 4 records, 7 cards, Parent's Guide	P-I-J	Brenner
8575.00	SOUNDS AND IMAGES - ALBUM I An interesting approach to stimulate creativity in writing and illustrating	P-I-J	Ginn
8577.99	TALES BY HANS CHRISTIAN ANDERSON Ugly Duckling Red Shoes Swineherd Real Princess	P-I	EBF
8578.00	TALES BY HANS CHRISTIAN ANDERSON Constant Tin Soldier Emperor's New Clothes Tinder Box Drop of Water	P-I	EBF
8579.00	Great Claus and Little Claus The Wild Swans		
8580.00	The Snow Queen, Thumbelina The Little Match Girl		
8581.00	World's Fairest Rose, The Flax The Nightingale, Tap and Ball		
8582.00	Buckwheat, Darning Needle, Angel		
8583.00	The Little Mermaid		
8586.00	THE UGLY DUCKLING Read by Boris Karloff	P-I	Mifflin
8587.00	UNCLE BOUQUI OF HAITI Three tales depicting Haitian folk character	P-I	Folkways
8591.00	YOU READ TO ME, I'LL READ TO YOU John Ciardi reads poems. His children also read	P	EBF

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SUPPLEMENT - July 31, 1969

Records

Code Number	Title	Grade Level	Company
8531.50	LET'S IMAGIN THINKING UP THINGS	P	Ed. Rec.
8590.05	WAIT TILL THE MOON IS FULL	P-I	Ed. Rec.
8590.06	WIND IN THE WILLOWS	P-I	Ed. Rec.
8590.07	WINNIE THE POOH & CHRISTOPHER ROBIN	P-I	Ed. Rec.

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EVALUATION

Teachers must use all available sources of information to continually diagnose the strenths, weaknesses and needs of children.

Section III attempts tc aid teachers in the evaluation of children.

I. GETTING INFORMATION

A. Cumulative Record - note the following
   1. Birthdate
      a. Chronological age
      b. Mental age may be found by multiplying C.A. by I.Q. Example:

I.Q.	1.22
C.A.	14
	488
	122
M.A.	17.08

   2. School Entrance
      a. Year in school
      b. Rate of progress
      c. Attendance
   3. Test results
   4. Health record
      a. Sight
      b. Hearing
      c. Illnesses
   5. Family
   6. Teachers' comments

B. Conferences
   1. Parents
   2. School Personnel
      a. School Nurse
      b. Speech Teacher
      c. Physical Education Teacher
      d. Principal → Reading Teacher → Psychologist

C. Diagnosis
   1. Using observation
      a. Oral Reading Skills - note the following
         1. Reverses words - saw-was, on-no
         2. Reverses letters - from-form, big-dig
         3. Loses place in horizontal line left to right
            in return sweep to next line
            in finding page
         4. Reads word by word
         5. Reads by phrases
         6. Omits punctuation
         7. Omits words
         8. Adds word
         9. Substitutes words
         10. Omits word ending (s,es,ed)

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11. Attacks unknown words by
    guessing
    omitting
    substituting another word
    trying to decode by beginning sound
    letter by letter (normal for ITA)
    word parts
    uses context to check
12. Self confidence
13. Voice
14. Rate
15. % accuracy of word recognition recall Betts
    a. independent level 99% 90%
    b. instructional level 95% 75%
    c. frustration level 90% 50%

b. Silent Reading Skills - note the following:
    1. Head movement - eye movement
    2. Lip movement (word by word)
    3. Loses place in line of print or beginning of line
    4. Squints or holds head close to book
    5. Uses table of contents, headings (above Level 3)
    6. Uses page numbers
    7. Rate
    8. Word recognition

c. Copying Skills - note the following:
    1. Percent of accuracy
    2. Seldom finishes, resists
    3. Omits parts
    4. Reverses letters and numbers
       b-d, p-q, E-3, ſ-7, 10-01, fo-of, on-no

d. Handwriting Skills - note the following:
    1. Large motor skills
    2. Fine motor skills - cu[illegible], draws, writes, holds tool
    3. Effort, draws letters, tenses hand or body
    4. Seldom finishes, resists
    5. Letter form, spacing, legibility

e. Listening Skills - note the following:
    1. Can listen effectively to directions
    2. Can work on own initiative
    3. Gets clues from others and seeks help
    4. Can neither read directions nor follow them in sequence
    5. Can read directions but not follow them
    6. Can follow directions if he hears as well as reads them

f. "Here are behaviors that may be indicative of hearing problems:
    1. The pupil is inattentive during lectures in the classroom
    2. The pupil turns the head toward the speaker, cups the hands behind the ears, or tends to favor one ear.

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3. The pupil complains of ringing or buzzing in the ear.
4. The pupil listens with a tense or blank facial expression.
5. The pupil confuses words with similar sounds.
6. The pupil hears the speech of others but may not understand what he hears.
7. The pupil has special difficulty with the sounds f, v, s, z, sh, zh, th, t, d, p, g, k, and b.
8. The pupil speaks in a monotone or the pi ch is unnatural.
9. The pupil fa'ls to respond to phonic instruction.
10. The pupil's pronunciation is faulty.
11. The pupil breathes through the mouth."

Excerpt from: Dechant, Emerald, Diagnosis and Remediation of Reading Disability, Parker Publishing Compnay, Inc.: 1968.

USING TESTS

Each year in September, a copy of the Mariemont City Schools Testing Program for the year is given to each teacher. This schedule includes Body Management, Reading Readiness, Intelligence and Achievement tests for the Elementary years.

One copy of the Goodenough-Harris Drawing Test is available in the Reading-Testing Office. This test may be administered individually or to a group and scored according to a rating scale. The scores give a reasonably reliable estimate of a child's ability or intelligence level. Teachers may use this test if they wish.

Children may be referred through the Principal to the Reading Teacher for individual testing. Tests used may be the Slosson Intelligence or Reading Test, New Gray Oral Reading Test, Durrell Analysis of Reading Difficulty, Spache Diagnostic Reading Scales, Gates-McKillop Diagnostic Reading Test, or Marianne Frostig Test of Visual Perception.

Children may be referred through the Principal to the School Psyshologist for further testing.

Teachers may, for special reasons, ask for a Group Diagnostic Reading Test such as "The Ohio Diagnostic".

Teachers will use tests which are a part of their reading materials such as the Basic Text, SRA, Gray Oral, etc. to help pin point the strengths and weaknesses of children necessary for diagnostic ~~testing~~ Teaching.

They will use observation, teacher-made tests, both written and oral, and short specific pre-tests and post-tests for checking skills to assess and guide the learning of children.

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CHECK LIST OF SELECTED BEHAVIORS

Instead of teacher ratings, which are subjective, some educators provide check lists of selected behaviors in reading. The check list may be scored objectively by a teacher as he observes the behavior in the child. Examples follow:

While the child reads aloud a paragraph from a book, the teacher observes him objectively and checks the behavior he finds.

_____He reads fluently and expressively.
_____He reads word by word without expression.
_____He follows text with finger.
_____He loses his place and has to find it before finishing the paragraph.
_____He moves his head closer to the page to see difficult words.
_____He clears his throat while reading, rubs his eyes, repeats words, or shows other manifestations of tension or discomfort.
_____He reads with obvious understanding.
_____He corrects miscues as they interfere with meaning.
_____He does not recognize miscues and reads without getting the meaning.

The teacher then asks the child questions about the meaning of the paragraph and checks his replies.

_____He answers factual questions about the content of what he has read.
_____He gives the main idea of a paragraph.
_____He answers questions requiring an inference about content.
_____He recognizes the meaning of any figurative language in the paragraph.
_____He describes a character in the passage, using descriptive words such as brave, kind, cruel, sad, and the like.

The teacher also checks the child's voluntary reading habits as he observes the pupil at the library table.

_____He voluntarily selects and reads books during free periods.
_____He selects books that are graded as hard, average, or easy for his grade. (The ratings of book difficulty are made by the librarian.)
_____He reports a story or an incident from a story he has read.
_____He reports some information from a nonfiction book.
_____He compares books in content (fanciful, real life, biography, history, science).
_____He laughs or smiles over an amusing incident in a book while he reads silently.
_____He states his preference for a book.
_____He looks at pictures but does not read a book.

Check lists such as the foregoing are helpful to teachers as they make out report cards. They are able to refer to the list for objective evidence about a child's reading. They may use such a check list from time to time during the school year to observe changes or progress. Several checks may be placed by statements of desirable behaviors and fewer checks by statements of undesirable behaviors as the year passes. However, the checks may have different significance for different pupils. For example, a nonreader who comes to the library table just to look at pictures may be showing a desirable

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interest. Pointing along the text while reading is not always undesirable if a child cannot otherwise keep his place.

The above item taken from: Coordinating Reading Instruction - Scott Foresman Reading Systems: 1971.

Excerpt from: A Practical Approach to the Nongraded Elementary School
Author: Lee L. Smith Pages 116-117

Reading Level Criteria	Word Recognition	Comprehension
Independent	99 per cent	90 per cent
Instructional	95 per cent	75 per cent
Frustrational	90 per cent	50 per cent
Capacity	(When read to)	75 per cent

Independent Level

This means that when the child is reading he should:

1. Miss no more than one word out of 100 running words on a page.
2. Have freedom from finger pointing.
3. Have no lip or head movement.
4. Have freedom from tension--relaxed.
5. Have proper phrasing when reading aloud.
6. Have accurate interpretation of punctuation.
7. Have no vocalization when reading silently.

Instructional Level

This means that when the child is reading he should:

1. Miss no more than five words out of 100 running words on a page in a basal series.
2. Have freedom from finger pointing.
3. Have no lip or head movement.
4. Have freedom from tension.
5. Have ability to anticipate meaning.
6. Have proper phrasing when reading aloud.
7. Have no vocalization when reading silently.

Frustrational Level

his means that when the child is reading he will:

1. Miss ten or more words out of 100 running words on a page in a basal series.
2. Use finger pointing.
3. Have lip or head movement.
4. Be tense or withdrawn from reading situations.
5. Not be able to anticipate meaning.
6. Not have proper phrasing when reading aloud.
7. Vocalize when reading silently.

READING EXPECTANCY LEVELS

Chronological Age	50	60	70	75	80	85	90	95	100	105	110	115	120	130	140
6 yrs.						.1	.3	.6	1.0	1.2	1.5	1.8	2.0	2.6	3.2
6 yrs. 6 mos.					.1	.4	.8	1.1	1.4	1.7	2.0	2.3	2.6	3.2	3.8
7 yrs.				.2	.5	.9	1.2	1.6	1.8	2.2	2.5	2.8	3.2	3.8	4.6
7 yrs. 6 mos.			.2	.5	1.0	1.2	1.6	1.9	2.3	2.6	3.0	3.3	3.7	4.5	5.2
8 yrs.			.5	1.0	1.3	1.7	2.0	2.4	2.3	3.2	3.6	3.9	4.3	5.2	5.8
8 yrs. 6 mos.		.1	.9	1.2	1.7	2.	2.5	2.8	3.2	3.7	4.1	4.5	4.9	5.8	6.6
9 yrs.		.2	1.2	1.6	2.0	2.5	2.8	3.3	3.7	4.2	4.7	5.1	5.6	6.3	7.2
9 yrs. 6 mos.		.8	1.6	1.9	2.4	2.8	3.3	3.7	4.2	4.8	5.2	5.6	6.1	7.0	8.0
10 yrs.		.9	1.8	2.3	2.8	3.2	3.7	4.2	4.8	5.2	5.7	6.2	6.7	7.7	8.7
10 yrs. 6 mos.		1.2	2.2	2.6	3.2	3.7	4.2	4.8	5.2	5.7	6.2	6.7	7.2	8.3	9.2
11 yrs.		1.4	2.5	3.0	3.5	4.1	4.7	5.2	5.7	6.2	6.7	7.3	7.8	8.9	9.8
11 yrs. 6 mos.		1.8	2.8	3.3	3.9	4.5	5.1	5.6	6.2	6.7	7.3	7.9	8.4	9.4	10.4
12 yrs.		2.0	3.2	3.7	4.3	4.9	5.5	6.1	6.7	7.2	7.8	8.4	9.0	10.0	12.0
12 yrs. 6 mos.		2.3	3.5	4.1	4.8	5.3	5.9	6.5	7.2	7.7	8.4	9.0	9.5	10.5	12+
13 yrs.		2.6	3.8	4.5	5.2	5.7	6.3	7.0	7.7	8.3	8.9	9.4	10.0	12+	
13 yrs. 6 mos.		2.9	4.2	4.8	5.5	6.1	6.7	7.5	8.2	8.8	9.4	9.9	10.4	12+	
14 yrs.		3.2	4.5	5.2	5.8	6.5	7.2	7.9	8.7	9.2	9.8	10.4	12.0	12+	
14 yrs. 6 mos.		3.4	5.1	5.6	6.2	7.0	7.7	8.4	9.1	9.6	10.2	11.5	12+		
15 yrs.		3.7	5.2	5.9	6.7	7.4	8.2	8.9	9.5	10.1	10.7	12+			
15 yrs. 6 mos.		4.0	5.6	6.2	7.0	7.8	8.6	9.2	9.9	10.7	12+				
16 yrs.		4.3	5.8	6.7	7.4	8.2	9.0	9.6	10.3	12+					
16 yrs. 6 mos.		4.6	6.2	7.0	7.8	8.7	9.4	10.0	10.7	12+					
17 yrs.		4.9	6.5	7.4	8.2	9.0	9.7	10.4	12+						
17 yrs. 6 mos.		5.2	6.9	7.7	8.7	9.4	10.1	11.0	12+						
18 yrs.		5.5	7.2	8.3	9.0	9.7	10.4	12+							

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USING A CONTINUOUS PROGRESS PROFILE

When a child has mastered approximately half of the skills for Levels 1-2-3, those that mark him as ready to tackle the readiness program in second semester, he will be assigned to Level 2. When he completes the readiness skills, he will move to Level 3. If a child does not reach the readiness level by the end of the first year, he will move to Level 2 and continue in September. He will be moved to Level 3 when he can be successful in the reading skills program of Level 3.

When approximately half of the skills on the sequence for Levels 4-5-6 have been mastered, move the child to Level 5 and when most in the Levels 4-5-6 sequence are mastered, the child will be in Level 7.

When a child reaches the end of the year with only part of the sequence mastered, he will move to Level 6 and with new materials continue to work toward mastery and Level 7.

This same pattern would apply to the skill sequence for Levels 7-8-9-10. Those children who complete the skills will remain in the Elementary Building but work at Level 10 skills corresponding to Grade 6.

Using the continuous profile progress sheet will place in the Cumulative Record an accurate record of a child's progress in the Language Arts, show what skills have or have not been mastered, and the rate of progress. Teachers will know what skills have been taught at earlier levels and can reinforce and maintain them. Three Profile Record Sheets for each child will be filed in the Cumulative Record. The first will be for Levels 1-2-3, the second for Levels 4-5-6 and the third for Levels 7-8-9-10.

The Committee has not listed a rigid sequence of skills because we believe that children will not learn well nor teachers teach well in a rigid one, two, three sequence. We recommend that teachers use texts and other materials as tools and not as pages to be covered or read story by story.

READING LEVELS COMPARED TO PRESENT GRADE LEVEL

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PRIMARY

Level 1	Kindergarten - Beginning Readiness First Year - First Semester Students First Year - Second Semester Students Second Year - First Semester Students
Level 2	Kindergarten - Formal Readiness in Readiness Book First Year - Second Semester Students Second Year - First Semester (possibly Second Semester)
Level 3	First Grade - ITA Readiness and Reading First Year - Second Semester Students Second Year - First or Second Semester Students Third Year - First Semester Students
Level 4	Second Grade - Has made or will make transition from ITA to T.O. Second Year - Second Semester Students Third Year - First or Second Semester Students
Level 5	Third Grade Fourth Year Students Possibly Third Year or Fifth Year Students
Level 6	Third Grade - Hold Fifth Year or possibly Sixth Year Students

INTERMEDIATE

Level 7	Fourth Grade Fifth or Sixth Year Students Possibly Seventh or Fourth Year Students
Level 8	Fifth Grade Sixth or Seventh Year Students
Level 9	Fifth Grade - Hold Seventh or Eighth Year Students
Level 10	Sixth Grade Seventh Year Students

CHILDREN IN LEVELS

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Students	Levels	Interpretation
1st Year	Level 1 or Level 2	A beginning Ready to work in the "Readiness for Reading" Program
	Level 3	A few children may be ready to work in the ITA Reading Program
2nd Year	Level 1) Level 2) Level 3)	May be at any of the above levels. A few children may move to Level 4
	Level 4	Ready to read books that most children read after one successful year of reading. Have made or are about ready to make the transition from ITA to T.O.
3rd Year	Level 2	A few children may be at the readiness level.
	Level 3	A few children may be ready to start reading.
	Level 4	Most children will be ready to read books written for children after one year of successful reading experience.
	Level 5	Some children will be ready to read books written for children after two successful years of reading experience.
4th Year	Level 3	An occasional child or two may need to work in beginning reading.
	Level 4	A few will need to work in very easy reading.
	Level 5	Most children will be ready to read books written for children after two years of successful reading experience.
	Level 6	Some children will not be ready for the intermediate levels so will need to work longer and reinforce skills with new materials at about Level 5.
	Level 7	Some children will be ready to work at the intermediate level.
	Level 8	An occasional child will be ready to work independently at high or even Middle School level.
5th Year	Level 4	Some children will need to work in easy books with decoding skills.

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Students	Levels	Interpretation
5th Year(Cont'd)		
	Level 5 - 6	Some children will need to work most on decoding with books written for most children in their third year of successful reading.
	Level 7	Most children will be ready to work at the intermediate level to read materials written for most children in their fourth year of successful reading, to work more independently, to learn skills needed for reading in content subjects.
	Level 8	Some children will be ready to work more independently, able to work successfully in most reading content written for children in the fifth year of reading.
6th Year	Level 5 - 6	Some children will need to work most in learning vocabulary, decoding skills, using materials written for children in their third year of reading.
	Level 7	Some children will need to work at the beginning intermediate level, be helped to learn skills for reading all content, become more independent and read most material written for children in their fourth year of reading.
	Level 8	Most children will be able to read content written for children in their fifth year of reading, be somewhat independent and learn to adjust rate of reading to purpose.
	Level 9	Some children will need a period of reinforcement of the skills and abilities of Level 8 before moving to the Middle School. They will be in Level 9.
	Level 10	A few children will be rea to work successfully in the Language Arts beyond the Intermediate Levels so will continue to work in the Elementary Building at an advanced level until the close of the school year.

LANGUAGE ARTS

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Levels 1-2-3 (Page 1) CONTINUOUS PROGRESS PROFILE

Pupil _____ Year _____ Chronological Age _____ Expectancy Or Mental Age _____

Level _____ Date Completed _____ Building _____ Teacher _____

Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
I. Motor Skills					
A. Large Muscle					
1. Walks with ease					
2. Balances body					
3. Runs					
4. Hops					
5. Skips					
6. Throws ball					
B. Small Muscle					
1. Colors in space					
2. Cuts with scissors					
3. Catches a ball					
4. Follows target with eyes					
5. Writes-using pencil					
6. Ties shoelaces					
II. Listening Skills					
A. Hears differences in sounds about them					
B. Imitates sounds that they hear					
C. Hears rhyming words					
D. Hears differences in words					
E. Becomes aware of unusual sounds					
F. Differentiates in words in a sentence					
G. Listen to stories, records, poems, etc.					
H. Hears					
1. Beginning sounds					
2. Ending sounds					
3. Middle sounds					
4. Consonant sounds and blends such as st-br					

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Levels 1-2-3 (Page 2) CONTINUOUS PROGRESS PROFILE

Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
II. Visual Skills					
A. Observes picture clues					
B. Recognizes color, sizes and shapes					
C. Observes likenesses and differences in shapes, words and letters					
D. Uses the left-to-right and top-to-bottom movement					
IV. Vocabulary Development					
A. Word Meaning					
1. Uses vocabulary adequate to convey ideas					
2. Is introduced to:					
a. Inflections-example want-wants					
b. Contractions					
c. Possessives					
d. Compound words					
e. Punctuations marks					
f. Roots or base - such as miner-mined					
g. Word endings - such as ful in careful					
h. Dictionary usage					
i. Basic sight words					
B. Word Attack					
1. Blend short vowels with consonants					
2. Blend long vowels with consonants					
3. Applies these sounds and blends to					
a. Initial position					
b. Final position					
c. Medial position					
4. Recognizes digraphs					
5. Recognizes word families - all-at					
6. Understands function of "y" as a consonant at beginning of word (yard) and as a vowel (bicycle)					
7. Recognizes soft and hard sound of c and g					

evels 1-2-3 (Page 3) CONTINUOUS PROGRESS PROFILE

kill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
8. Blends three consonant sounds (str)					
9. Recognizes phonics patterns					
a. A single vowel in a word or syllable is usually short (hat)					
b. A silent e at the end of a word usually makes the preceding vowel long (hate)					
c. A single vowel at the end of a word usually has a long sound (she)					
d. When there are two vowels together, the first is usually long and second has no sound (pail, train)					
Comprehension					
A. Associates ideas read					
1. Draws conclusions					
2. Predicts outcomes					
3. Finds proof					
4. Associates text with pictures					
B. Organizes ideas					
1. Follows printed directions					
2. Finds main idea					
3. Follows plot sequence					
C. Locates information					
1. Uses table of contents					
2. Finds page number					
3. Locates titles					
4. Locates authors					
5. Uses picture dictionary					
6. Uses charts					
D. Participates creatively					
1. Dramatizes stories read					
2. Illustrates stories read					
3. Tells stories read					

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Levels 1-2-3 (Page 4) CONTINUOUS PROGRESS PROFILE

Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
VI. Oral Expression					
A. Reads clearly and distinctly					
B. Reads with expression					
C. Reads with understanding					
VII. Written Expression					
A. Forms letters and sounds, words and sentences					
B. Uses correct writing procedures (posture, handling pencil and paper)					
C. Writes creatively					
D. Is introduced to formal spelling patterns					

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LANGUAGE ARTS

Levels 4-5-6 (Page 1) CONTINUOUS PROGRESS PROFILE

Pupil _____ Year _____ Chronological Age _____ Expectancy or Mental Age _____

Level _____ Date Completed _____ Building _____ Teacher _____

Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
I. Listening Skills					
A. Follows verbal instructions					
B. Understands oral stories					
C. Hears oral phonics					
II. Visual Skills					
A. Interprets the meaning of pictures					
B. Understands simple maps and graphs					
C. Uses adequate left to right eye movement					
III. Vocabulary Development					
A. Knows basic sight words					
B. Uses large, varied vocabulary					
C. Knows synonyms, antonyms and homonyms					
IV. Comprehension Skills					
A. Recognizes the main idea					
B. Reads critically, follows sequence, understands ideas and implications, identifies with characters and relates story to reader's own experience					
C. Finds significant details					
D. Follows written instructions accurately					
E. Is able to alphabetize					
V. Word Attack Skills					
A. Knows all initial consonant sounds and blends up to first vowel in word					

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Levels 4-5-6 (Page 2) CONTINUOUS PROGRESS PROFILE

Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
B. Recognizes compound words					
C. Identifies root words					
D. Uses contractions					
E. Knows long and short vowel sounds					
F. Knows vowel patterns					
1. One vowel in a syllable followed by a consonant usually has the short sound					
2. One vowel ending a syllable usually has the long sound					
3. Two vowels in a syllable usually has the first vowel long, second silent (ōat, āte)					
4. C followed by i, e, y usually has the soft (s) sound					
5. G followed by e, i, y usually has the soft (j) sound					
6. R-control vowels					
VI. Use of Resource Material					
A. Uses table of contents and index					
B. Finds information in a dictionary, encyclopedia and other reference books					
VII. Oral Expression					
A. Organizes thoughts for oral presentation					
B. Conveys meaning to listeners					
VIII. Written Expression					
A. Knows spelling words necessary for this level					
B. Writes in cursive legibly and easily during Level 5					

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Levels 4-5-6 (Page 3)

CONTINUOUS PROGRESS PROFILE

Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
C. Expresses thoughts in good and varied sentences					
1. Organizes thoughts					
2. Punctuates and capitalizes as needed					

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Levels 7-8-9 (Page 1) CONTINUOUS PROGRESS PROFILE

Pupil _____ Year _____ Chronological Age _____ Expectancy or Mental Age _____

Level _____ Date Completed _____ Building _____ Teacher _____

Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
I. Listening Skills					
A. Follows directions					
B. Finds main idea					
C. Finds details					
D. Listens for pleasure, enjoyment					
E. Listens with awareness of sounds around them					
II. Visual Skills					
A. Increases perceptual skills (ability to see differences in words such as runway-runaway)					
B. Increases skill in interpreting maps, graphs, pictures, charts					
II. Vocabulary Development					
A. Broadens vocabulary					
B. Increases ability to recognizes words and use words in context-context clues					
C. Understands figurative and colorful expressions; colloquial speech					
IV. Comprehension					
A. Finds the main idea					
B. Finds details					
C. Interprets creatively					
D. Outlines					
E. Summarizes					
F. Adjusts rate of reading to purpose					
G. Uses punctuation as an aid to understanding					

LANGUAGE ARTS

Levels 7-8-9 (Page 2) CONTINUOUS PROGRESS PROFILE

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Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
V. Word Attack Skills					
A. Uses phonic analysis					
1. Understands vowel sounds					
a. Short and long					
b. R control					
c. Digraphs					
2. Understands vowel rules					
B. Analyzes word structure					
1. Uses syllabication					
2. Interprets accent marks					
3. Understands meanings of prefixes and suffixes					
VI. Resources					
A. Uses dictionary					
1. Alphabetizes					
2. Spells phonetically					
B. Uses index					
C. Uses table of contents					
D. Uses encyclopedias					
E. Uses atlas, maps, charts, graphs					
F. Uses newspapers and magazines					
G. Uses glossary					
H. Uses card catalog					
I. Uses telephone books					
VII. Oral Expressions					
A. Reads so can be understood by audience (speed volume, pronunciation, expression)					
B. Expresses himself fluently and succinctly					
C. Gives directions accurately					
D. Speaks from notes or outline					
VIII. Written Expression					
A. Writes good sentences					
B. Writes friendly letters					
C. Constructs outlines					
D. Writes reports - not to be copied verbatim					

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Levels 7-8-9 (Page 3) CONTINUOUS PROGRESS PROFILE

Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
E. Writes creatively					
F. Summarizes					
G. Gives directions					
H. Punctuates accurately					
I. Employs good word usage					
J. Spells correctly					
K. Writes legibly					

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LANGUAGE ARTS

Level 10 (Page 1) .CONTINUCUS PROGRESS PROFILE

Pupil_____ Year_____ Chronological Age_____ Expectancy or Mental Age_____

Level_____ Date Completed_____ Building_____ Teacher_____

Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
I. Listening Skills					
A. Follows directions					
B. Recognizes main idea					
C. Finds details					
D. Listens for pleasure					
II. Vocabulary Development					
A. Increases knowledge of multiple meanings of words					
B. Interprets colloquial and figurative expressions					
C. Expands knowledge and use of synonyms, antonyms, homonyms, homographs and heteronyms (wind-wind)					
D. Increases use of context clues to determine word meaning					
III. Comprehension					
A. Finds main idea					
B. Finds details					
C. Interprets literature creatively and in wider range of activities					
D. Outlining					
1. Takes notes accurately and succinctly					
2. Arranges ideas and events in sequence					
3. Gives main ideas of paragraphs					
4. Writes topic sentences					
5. Summarizes					
E. Draws conclusions					
F. Reads critically					

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Level 10 (Page 2) CONTINOUS PROGRESS PROFILE

Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
IV. Word Attack Skills					
A. Uses syllabication, prefixes and suffixes in attacking new words					
B. Recognizes meaning variations due to change in accented syllable (object, object)					
V. Resources					
A. Uses dictionary for definition and phonetic spelling					
B. Uses index and table of contents					
C. Increases skill in using encyclopedias, newspapers and periodicals as sources of information					
D. Uses card catalog to find materials					
E. Increases skill in interpreting maps, charts, graphs					
VI. Oral Expression					
A. Reads with proper expression, speed, pronunciation					
B. Expresses himself fluently					
C. Gives directions accurately					
D. Speaks from notes or outline					
VII. Written Expression					
A. Writes a short, simple coherent paragraph					
B. Uses correct form in writing friendly and business letters					
C. Outlines, using correct form for main topics and sub-topics					
D. Prepares reports, using information from resource material written in own words					

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Level 10 (Page 3) CONTINUOUS PROGRESS PROFILE

Skill Sequence	Not Ready	Introduced	Progress	Mastered	Comment
E. Writes summaries accurately and succinctly					
F. Writes directions accurately					
G. Punctuates properly					
H. Employs good usage					
I. Spells correctly					
J. Writes legibly					

MOTOR SKILLS CLASS PROFILE - LANGUAGE ARTS LEVELS 1-2-3

CHILD'S NAME	LARGE MUSCLE	SMALL MUSCLE	AUDITORY SKILLS	VISUAL SKILLS

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VOCABULARY DEVELOPMENT CLASS PROFILE - WORD ATTACK

CHILD'S NAME	READING LEVEL	CONSONANTS	BLENDS	DIAGRAPHS	RHYMING WORDS	VOWELS	SYLLABLES	AUDITORY DISCRIMINATION	Informal check Around five word. each first week of school. Recheck periodically. Mark to show: Not ready -- Working / Mastered * Knows but does not use *-

Example to be put in Suggested Teaching Aids Section

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LOCAL RESOURCES

Art Museum

Bakery

Cincinnati Nature Center

Cincinnati Zoo

Dairy Farmer

Dr. Frank H. Mills, Dentist - Mariemont

Fire Department

Frisch's Commissary

Grocery

Hamilton County Parks - Sharon Woods

Mr. Fred Nieman (Science Teacher at Middle School) to help with Indian Unit

Krohn Conservatory

Museum of Natural History

Pet Center

Police Department

Public Library

Post Office - Cincinnati - Local Branch

School Playground

Transportation (Airport, Bus Depot, Railroad Station)

WCET - Television: Programs - Music, Science, Health, "Quest for Best", Reading, "Sesame Street", History, Book Reporting, Phonics

PROFESSIONAL MATERIALS

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Dale Park Library

Books

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CCM Professional Magazines, Grade Teacher, published monthly except July and August.
International Reading Association, The Reading Teacher, published eight times yearly.
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Pamphlets

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Fairfax Building

Books

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Books

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Ohio Council of International Dept. of Education, Ohio Reading Teacher, Published Quarterly, Bowling Green University, Bowling Green, Ohio, 43402.

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Addison Wesley Publishing Co., Inc.	106 West Station Street Barrington, Illinois 60010
Allyn and Bacon, Inc.	Rockleigh, New Jersey 07647
American Book Company	300 Pike Street Cincinnati, Ohio 45202
Amsco School Publications, Inc.	315 Hudson Street New York City, New York 10013
Benefic Press (Division of Beckley-Cardy Co.)	10300 West Roosevelt Road Westchester, Illinois 60153
Cambridge Book Co., Inc. (A Subsidiary of Cowles Communications, Inc.)	488 Madison Avenue New York City, New York 10022
Childrens Press, Inc.	1224 W. Van Buren Street Chicago, Illinois
Collier-MacMillan School & Library Services	8666 Third Avenue New York City, New York 10022
Coronet Instructional Films	65 E. South Water Street Chicago, Illinois 60601
Delmar Publishers	Mountainview Avenue Albany, New York 12205
Doubleday and Co., Inc.	501 Franklin Avenue Garden City, L.I., New York 11530
Economy, The	5811 West Minnesota Street Indianapolis, Indiana 46241
EDL/McGraw Hill (Learning Consultants Inc.)	Dept. G7D, Huntington, New York 11743 690 Lafayette Road Medina, Ohio 44256
Encyclopaedia Britannica Educational Corp., F.E. Compton and Co. - Encyclopaedia Britannica, Inc. (Reference Division)	1000 North Dearborn Street Chicago, Illinois 60610
Field Educational Publications, Inc.	902 S. Westwood Avenue Addison, Illinois 60101
Follett Educational Corp.	1010 West Washington Boulevard Chicago, Illinois 60607

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Garrard Publishing Company	1607 North Market Street Champaign, Illinois 61820
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Globe Book Co.	175 Fifth Avenue New York City, New York 10010
Golden Press, Inc. (See Western Publishing Co.)	850 Third Avenue New York City, New York 10022
Hale, E. M. and Co.	1201 South Hastings Way Eau Claire, Wisconsin 44702
Harcourt, Brace, Jovanovich, Inc.	7555 Caldwell Avenue Chicago, Illinois 60648
Harper & Row, Publishers	2500 Crawford Avenue Evanston, Illinois 60201
Harr Wagner Publishing Co.	(See Field Educational Publications, Inc.)
Hayes School Publishing Co., Inc.	321 Pennwood Avenue Wilkinsburg, Pennsylvania 15221
Heath, D.C. and Company	2700 North Richard Avenue Indianapolis, Indiana 46219
Holt, Rinehart & Winston, Inc.	680 Forrest Road, N.E. Atlanta, Georgia 30312
Houghton Mifflin Company	1900 South Batavia Avenue Geneva, Illinois 60134
Instructor Publications Inc.	Danville, New York
Instructional Supplements Inc.	620 E. Smith Road Medina, Ohio 44256
Laidlaw Brothers-A Division of Doubleday & Co., Inc.	Thatcher and Madison River Forest, Illinois 60305
Lincoln Library Company, The	209 Leveque-Lincoln Tower, 50 W. Broad Street Columbus, Ohio 43215

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Lyons and Carnahan	407 East 25th Street Chicago, Illinois 60616
MacMillan Company, The	539 Turtle Creek South Drive Indianapolis, Indiana 46227
McCormick, Mathers Publishing Co., Inc.	300 Pike Street Cincinnati, Ohio 45202
McGraw-Hill Book Co.	Manchester Road Manchester, Missouri 63011
McKnight & McKnight Publishing Co.	Bloomington, Illinois 61701
Merrill, Charles E., Book, Inc.	1300 Alum Creek Drive Columbus, Ohio 43216
Noble & Noble Publishers, Inc.	750 Third Avenue New York City, New York 10017
Oddo Publishing, Inc.	Beauregard Boulevard, P.O. Box 68 Fayetteville, Georgia 30214
Pitman Publishing Corporation	20 E. 46th Street New York City, New York 10017
Prentice-Hall, Inc.	222 W. Adams Street Chicago, Illinois 60608
Readers Digest Services, Inc. Educational Division	Pleasantville, New York 10570
Reardon, Daniel Publishing Company	20401 Chagrin Boulevard Cleveland, Ohio 44122
Science Research Associates, Inc.	259 Erie Street Chicago, Illinois 60611
Scholastic Magazines and Book Service	50 West 44th Street New York City, New York 10036
Scott Foresman and Company	1900 East Lake Avenue Glenview, Illinois 60025
Silver Burdett Co.	460 S. Northwest Highway Park Ridge, Illinois 60068

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PUBLISHING COMPANIES

NAME	ADDRESS
Singer, L. W. Company, The	110 River Road Des Plaines, Illinois 60016
Society For Visual Education, Inc.	1345 Diversey Parkway Chicago, Illinois 60614
South-Western Publishing Co.	5101 Madison Road Cincinnati, Ohio 45227
Spencer Division - Grolier Educational Corporation	845 Third Avenue New York City, New York 10022
Steck-Vaughn Company	P.O. Box 2028 Austin, Texas 78767
United Publishing Corporation	5530 Wisconsin Avenue Washington, D.C. 20015
Wester Publishing Co., Inc.	850 Third Avenue New York City, New York 10022
Xerox Education Group	600 Madison Avenue New York City, New York
Zaner-Bloser Company	612 North Park Street Columbus, Ohio 43215

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